

New York School Journal.

"EDUCATION IS THE ONE LIVING FOUNTAIN WHICH MUST WATER EVERY PART OF THE SOCIAL SYSTEM."—EDW. EVERETT.

VOLUME XVII., NUMBER 44.
Whole Number 471.

NEW YORK, DECEMBER 4, 1880.

\$2.00 a year
SINGLE COPIES 7 CENTS.

THE ATLANTIC MONTHLY

FOR 1881.

Serial Stories

By Elizabeth Stuart Phelps, author of "The Gates Ajar," "The Silent Partner," etc.; George P. Lathrop, author of "A Study of Hawthorne;" W. H. Bishop, author of "Detmold;" W. D. Howells, author of "The Lady of the Aroostook;" "The Undiscovered Country;" and Henry James, Jr., author of "The Americans," "The Europeans," etc.

Short Stories and Sketches

By Harriet Beecher Stowe, T. B. Aldrich, Sarah O. Jewett, Constance Fennimore Woolson, Mark Twain, Rose Terry Cooke, Ellen W. Olney.

Essays.

On biographical, historical and social subjects, by Goldwin Smith; Edward Everett Hale, on the social, political and religious life of the world in the time of Christ; William M. Rossetti on "The Wives of the Poets;" John Fluke on the "Early Culture, Myths and Folk-Lore of our Aryan Ancesters;" Joseph Dagdale on "The Relation of Society to Crime."

Travel Sketches

In Norway, by H. H., and by excellent writers on other picturesque lands and interesting people.

Discussions of Living Questions.

In politics, education, industry and religion, by persons specially qualified to treat them thoroughly and in an unpartisan spirit.

Education

The Atlantic Monthly contains, every year, not a few articles of positive value to intelligent and progressive teachers. These articles are not of a technical character, but discuss principles and methods of education in a broad and suggestive way. Teachers who are not content merely to follow routine methods, but who wish to educate and not simply to "keep school," will find them full of important hints and helps.

Atlantic Contributors

Include Longfellow, Whittier, Holmes, Lowell, Hale, Whipple, Howells, Aldrich, Stedman, James, Warner, Waring, Fluke, Scudder, Bishop, Mark Twain, Mrs. Stowe, Miss Phelps, H. H., Miss Jewett, Miss Larcom, Miss Preston, Mrs. Cooke, Miss Woolson, Mrs. Thaxter, and many others of the best American writers.

TERMS: \$4.00 a year, in advance, postage free; 50 cents a number. With superb, life-size portrait of Longfellow, Bryant, Whittier, Lowell or Holmes \$5.00; with two portraits, \$6.00; with three portraits, \$7.00; with four portraits, \$8.00; with all five portraits, \$9.00.

The numbers for November and December will be sent free to all new subscribers who pay for THE ATLANTIC for 1881 before December 30.

Remittances should be made by money order, draft or registered letter, to

HOUGHTON, MIFFLIN & CO.,
4 Park Street,
BOSTON, MASS.

Standard Series.

No. 491 DICKENS'S CHRISTMAS BOOKS.
OCTAVO, ILLUSTRATED. PRICE, EACH, 25 CTS.
Nos. 13-19. History of England. By Knight. Each, 50c.
No. 11. Self-Culture. By Blackie. 10c.
Nos. 21, 22. Letters to Workmen. By Bunkin. Each, 15c.
Nos. 30, 31. Memories of my Exile. By Kossuth. Each, 15c.
Young's Concordance. Only Revised Edition. \$3.00.
Postage free. Catalogues free. For sale by Book-sellers, or the publishers, L. K. FUNK & CO., 30 Day street, N. Y.

THE UNION TEACHERS' AGENCY

Provides Colleges, Schools and Families with Professors, Principals, Tutors, Governmentes, and Teachers of every grade. Provides Teachers with positions. Negotiates for the sale or renting of School Teachers' application-forms furnished on request. Parties in need of Teachers will please state the qualifications required.
ANGEL A. LOVELL & CO.,
25 Bond Street, New York.

McGUFFEY'S READERS A FAILURE

In the Home of the Publishers.

IN A SINGLE DAY

OVER 2,000 SCHOOLS IN OHIO DISCARD McGUFFEY'S READERS, REFUSING IN MOST CASES THE REVISED EDITION AS A FREE GIFT, AND ADOPT APPLETONS'.

NEARLY ONE-THIRD OF THE NUMBER WERE ALREADY USING THE REVISED McGUFFEY'S, AND VOTED THEM OUT AS A FAILURE.

Every mail leaving Cincinnati for weeks past has been laden with circulars and pamphlets proclaiming Appletons' Readers a "failure." These statements are endorsed by a few "eminent" teachers from "Owen County," and by local agents of the McGuffey Readers in a few other places, and it was presumed that a wide circulation of these would effectually postpone the day when the old McGuffey book "must go." The circulars, however, were not so potent as was expected. In the special mission upon which they were sent, they have been most conspicuous "failures." They have convinced the public that the country has not been deluged with these things to promote the educational interests of the community but solely to infuse new life into the McGuffey books, whose days of usefulness are so rapidly waning.

On Monday, September 20th, School-Boards, representing more than 2,000 schools in the State of Ohio, adopted Appletons' Readers and discarded McGuffey's.

More than 200,000 of Appleton's Readers were already in use in the State of Ohio previous to the above date.

WHICH ARE THE REAL "FAILURES"?

"Christmas Services FOR CHOIR and CONGREGATION,"

Containing FOUR RESPONSIVE SERVICES, and appropriate Scriptural readings, and TWELVE of the best Christmas hymns and tunes, as follows:

"Angel's Story," "There's a Song in the Air," "Mozart" (Hark, the Herald Angels!); "Xavier" (Hark, what mean those holy voices); "Folk-song" (Brightest and best, etc.); "Zerah" (To us a Child of Hope); "While the Shepherds Watched," "Bears" (It came upon the Midnight); "Bond" (Calm on the listening ear); "Silent Night, holy Night"; "Antioch" (Joy to the World); "St. Ann's."

These tunes may be used in the ordinary way or sung in connection with the beautiful preludes which accompany them, forming a powerful, continuous and cumulative exercise for the choir and "all the people."

Price, \$7.50 per 100 copies; single copy, by mail 10 cents.

John Church & Co.,
No. 5 Union Square, CINCINNATI, O.
New York.

Edgar A. Poe's Works.

Household Edition.

Poems—Sketches—Tales of Mystery and Imagination—Etc.—Life by E. H. Stoddard, and Portrait. 12mo, 650 pp. Cloth, \$2.00; Half-calf, \$4.00; Turkey-morocco, \$5.00.

Cabinet Edition.

Poems—Essays—Life by Didier—Introductory by Sarah Helen Whitman—Steel Portrait, and Illustrations. 12mo, 650 pp. Cloth, \$3.00; Turkey-morocco, \$4.00.

Diamond Edition.

Life, Poems, and Portrait. Cloth, \$1.00; Half-calf, \$2.25; Turkey-morocco, \$3.00.

Library Edition.

Complete Works. Every well-authenticated Prose Story, Article or Poem that the author deemed worthy of preservation. Memoir by J. H. Ingram. Notices of the Poet's Life and Genius by James Russell Lowell, N. P. Willis, and others. Steel portrait, fac-simile letters and illustrations. 4 vols., crown 8vo, cloth, \$7.50; half-calf, \$15.00. For sale by all booksellers, and sent by mail, upon receipt of price, by

W. J. WIDDLETON, Publisher.
714 Broadway, New York.

\$5 to \$20 per day at home. Samples worth \$5 free. Address WIDDLETON & CO., Portland, Me.

Musical Christmas GIFTS.

Most acceptable gifts to players or singers will be the following elegantly bound books.

Any one mailed, post-free, for the price here mentioned.

ROBERT FRANK'S SONG ALBUM.

GEMS OF ENGLISH SONG.

HOME CIRCLE. Three volumes.

WORLD OF SONG.

PIANO AT HOME. 4-hand collection.

SHOWER OF PEARLS. Vocal Duets.

CREME DE LA CREME. 2 Vols.

OPERATIC PEARLS.

GEMS OF STRAUSS.

GEMS OF THE DANCE.

CLUSTER OF GEMS.

SUNSHINE OF SONG.

Each on the above in Cloth, \$2.50; Fine Gift \$3.00.

STUDENT'S LIFE IN SONG. \$1.50.

CURIOSITIES OF MUSIC. \$1.50.

BEETHOVEN. A Romance by RAU. \$1.50.

RHYMES AND TUNES. Christmas "87g. \$1.50.

SULLIVAN'S VOCAL ALBUM. \$1.50.

FAIRY FINGERS. For Piano. \$1.50.

Oliver Ditson & Co., Boston.
C. H. DITSON CO., 543 B'dway, New York.

APPLETON'S READERS A FAILURE IN INDIANA.

"IT WOULD SEEM THAT THE ONLY WAY IN WHICH APPLETON'S READERS CAN BE INTRODUCED IN COMPETITION WITH OTHER SERIES IS BY GIVING THEM AWAY.

"THE FACT THAT SCHOOLS SO UNIFORMLY DISCARD THESE READERS AFTER GIVING THEM A TRIAL IS THE BEST EVIDENCE THAT THEY ARE NOT ADAPTED TO THEIR PURPOSES, IN GRADATION, MATTER OR METHOD; AND THAT IT IS A COSTLY EXPERIMENT AND A MISTAKE TO ACCEPT THEM ON ANY TERMS."

W. H. JOHNSON, School Trustee.

A Failure at Ft. Wayne.—Appleton's Readers offered at free exchange and declined as a gift. McGuffey's Revised Readers adopted.

A Failure at Anderson.—At a meeting of the Board of School Trustees of Anderson, the following resolution was unanimously adopted:

Resolved, that the resolution of this Board adopting Appleton's Readers be hereby rescinded and that the Superintendent be instructed to introduce McGuffey's Revised Readers, * * *.—L. M. COX, Sec'y.

A Failure at Warsaw.—Appleton's Readers discarded after one year's use in the public schools. "Your proposition to supply the public schools of Warsaw with McGuffey's Revised Readers in lieu of Appleton's Readers has been accepted by this Board, and McGuffey's Revised Readers adopted."—WM. B. FUNK, Sec'y.

A Failure at Xenia.—"This certifies that Appleton's Series of Readers have been discarded from our public schools and McGuffey's Revised Readers introduced in their stead. The people are pleased with the change."—AARON MICHAEL, Trustee.

A Failure at Greensburg.—"At a meeting of the Board of Education of the City of Greensburg, on motion of Mr. Christy, the resolution adopting Appleton's Readers was rescinded by unanimous vote. On further motion it was ordered that we adopt McGuffey's Revised Readers. Vote unanimous."—B. F. CAVINS, President.

A Failure at Tipton.—Appleton's Readers offered in even exchange and declined as a gift.

At a meeting of the Board of School Trustees, held this day, the following resolution was offered, to-wit:

Resolved, That McGuffey's Revised Readers be adopted and gradually introduced into the Tipton Graded Schools * * *.

Unanimously adopted.—L. T. BUNCH, President.

A Failure at Rochester.—Appleton's Readers offered at even exchange and declined as a gift. "Your proposition for the supply of McGuffey's Revised Readers is accepted and the books adopted for six years."—A. HICKMAN, President.

A Failure at Fairmount.—"Appleton's Readers were offered here at even exchange and declined. McGuffey's Revised Readers were adopted upon usual terms—at a price."—J. Y. ELLIOTT, President.

A Failure at Manchester.—"We used Appleton's First Reader in our First Primary last year, but have taken McGuffey's Revised First in its place. This was done at the request of the teacher."—HENRY GUNDER, Sup't.

A Failure at Spencer.—"The Appleton agents failed in their suit to enforce the use of Appleton's Readers. The court decided in favor of McGuffey's Revised Readers."—S. M. RALSTON.

A Failure at Coal City.—"I have made it my duty to investigate the school-book question, since so much stir has been made about it. I commenced teaching last Fall, but the Trustee said 'go ahead with the books you have, for I think Appleton's Readers will not take very well.' So I used McGuffey. I have, since finishing last winter school, had the opportunity of looking through two or three of the Appleton series, and also of the revised McGuffey; I think the latter far superior in simplicity of arrangement; and the subject-matter in McGuffey's Readers is solid, and not foolish. This cannot be said of Appleton's. I was at Spencer during the Institute and I did not find among the teachers one single advocate of Appleton's Readers; so the Appleton Readers will be discarded from the schools."—A. J. TIPTON, Teacher.

A Failure at Arney.—"Appleton's Readers are inferior in every particular.

"Too much of the reading matter is fictitious.

"The grammatical diction is poor.

"It appears as if the books were brought out before they were done, because they are continually changing, which greatly embarrasses and hinders the progress of classes."—B. M. RALSTON, Teacher.

A Failure at Lancaster.—"Appleton's Readers were used in many schools, but at the close of the term not an Appleton Reader was to be seen. McGuffey's Revised Readers were substituted for them, and suffice it to say, the entire vicinity gladly accepted the change.

"In other schools also Appleton's Readers are gradually giving way to McGuffey's Revised."—D. S. TOLIVER, Teacher.

A Failure at Bowling Green.—"I can say freely that Appleton's Readers have proved an entire failure."—S. B. MCCANN, Teacher.

A Failure at Vandalia.—"I used Appleton's Readers last winter. I have given them a good trial, but they did not come up to my expectations. One term satisfied me with them."—C. H. OBERHALZER, Teacher.

A Failure at North Manchester.—"The Board of Education have adopted McGuffey's Revised Readers. Appleton's Readers, which were in use here the past year, were not satisfactory."—J. N. MYERS, Prin. High School.

A Failure at Patricksburg.—"I am thoroughly dissatisfied with Appleton's Readers, having tested them in the school-room. In my opinion they are, in the full sense of the term, a failure, and unsatisfactory."—D. F. RANDOLPH, Teacher.

A Failure at Petersburg.—"The Board of Education passed the following resolution rescinding the adoption of Appleton's Readers: 'The undersigned members of the School Board of Petersburg, hereby accept the proposition of Van Antwerp, Bragg & Co., to supply McGuffey's Revised Readers for the public schools of Petersburg.'—J. W. WILSON, Sec'y.

A Failure in Owen County.—"The statement that 'the results of the use of Appleton's Readers has been abundantly satisfactory' HAS NO FOUNDATION WHATEVER IN TRUTH, but quite the contrary. I know of my own personal knowledge that over 700 (seven hundred) pupils attending public schools in this part of the county alone have discarded Appleton's Readers as unsatisfactory, and are now using McGuffey's Revised Readers instead."—JOHN ROBERTSON, Teacher.

Dist. 12, Franklin Twp.—Appleton's Readers a failure and discarded.—L. D. MARLEY, Director.

Dist. 2, Franklin tp.—A Failure and discarded.—J. W. MCINDOO, Director.

Dist. 14, Jeff'n tp.—A Failure and discarded.—H. P. FULK, Director.

Dist. 8, Jeff'n tp.—A Failure and discarded.—J. R. SMITH, Director.

Dist. 10, Jeff'n tp.—A Failure and discarded.—A. T. HEATON, Director.

Dist. 7, Jeff'n tp.—A Failure and discarded.—SAM'L CLARK, Director.

Dist. 4, Franklin tp.—A Failure and discarded.—B. P. HULD, Director.

Dist. 3, Jeff'n tp.—A Failure and discarded.—P. WINKLEPECK, Director.

Dist. 10, Franklin tp.—A Failure and discarded.—J. M. GOSS, Trustee.

Dist. 2, Clay tp.—A Failure and discarded.—G. C. COBLE, Director.

Dist. 3, Clay tp.—A Failure and discarded.—GEO. R. COBLE, Director.

Dist. 13, Franklin tp.—A Failure and discarded.—J. H. CROW, Director.

Dist. 4, Clay tp.—A Failure and discarded.—SAM'L COOLEY, Director.

Dist. 11, Franklin tp.—A Failure and discarded.—JOSEPH PRUETT, Director.

Dist. 9, Clay tp.—A Failure and discarded.—JOHN D. FOX, Director.

Dist. 5, Franklin tp.—A Failure and discarded.—JOHN F. WHITE, Director.

Dist. 6, Franklin tp.—A Failure and discarded.—THOS. STEPHENS, Director.

Dist. 7, Franklin tp.—A Failure and discarded.—WM. R. JOHNSON, Director.

Dist. 4, Franklin tp.—A Failure and discarded.—J. E. VLEIT, Teacher.

Dist. 9, Franklin tp.—A Failure and discarded.—M. JOHNSON, Director.

Dist. 8, Franklin tp.—A Failure and discarded.—GEO. A. HOGAN, Director.

Dist. 8, Marion tp.—A Failure and discarded.—D. SOMERLOTT, Director.

Dist. 8, Clay tp.—A Failure and discarded.—J. H. ELLER, Director.

Dist. 9, Lafayette tp.—A Failure and discarded.—M. E. GREENWOOD, Teacher.

Dist. 9, Jefferson tp.—A Failure and discarded.—P. KNOFF, Director.

Dist. 7, Marion tp.—A Failure and discarded.—S. L. TRAVIS, Trustee.

Dist. 6, Marion tp.—A Failure and discarded.—A. MILLER, Trustee.

Dist. 9, Lafayette tp.—A Failure and discarded.—GEO. W. STUTZ, Director.

Dist. 8, Lafayette tp.—A Failure and discarded.—A. JARVIS, Director.

Dist. 3, Marion tp.—A Failure and discarded.—JOHN ROW, Director.

Dist. 2, Wash'n tp.—A Failure and discarded.—W. C. CHAMBERS, Director.

Dist. 4, Wash'n tp.—A Failure and discarded.—S. H. ALBERSON, Director.

Texas School House.—A Failure and discarded.—G. W. DEAN, Director.

Dist. 1, Clay tp.—A Failure and discarded.—JAS. T. DOWELL, Director.

Dist. 5, Clay tp.—A Failure and discarded.—J. W. WILLSON, Director.

Dist. 10, Clay tp.—A Failure and discarded.—J. H. REEBMAN, Director.

Dist. 6, Clay tp.—A Failure and discarded.—F. M. BROWN, Director.

Dist. 7, Wash'n tp.—A Failure and discarded.—S. S. COFFEY, Trustee.

Dist. 3, Lafayette tp.—A Failure and discarded.—J. MCAULAY, Trustee.

Dist. 10, Marion tp.—A Failure and discarded.—E. F. HARROLD, Director.

Dist. 9, Marion tp.—A Failure and discarded.—H. LOEHR, Director.

Dist. 7, Lafayette tp.—A Failure and discarded.—G. E. LUCAS, Director.

Dist. 4, Lafayette tp.—A Failure and discarded.—WM. TROTH, Director.

Dist. 6, Lafayette tp.—A Failure and discarded.—J. MCAULEY, Trustee.

Dist. 2, Lafayette tp.—A Failure and discarded.—A. GUDGEON, Director.

Dist. 1, Wash'n tp.—A Failure and discarded.—T. J. HARRIS, Director.

Dist. 7, Clay tp.—A Failure and discarded.—E. RANARD, Director.

Dist. 11, Wash'n tp.—A Failure and discarded.—JOHN RING, Director.

Dist. 10, Wash'n tp.—A Failure and discarded.—M. HANCOCK, Director.

Dist. 3, Wash'n tp.—A Failure and discarded.—B. ALLISON, Director.

McGuffey's Revised Readers are now in almost exclusive use in all the Schools of Owen County.

McGUFFEY'S REVISED READERS

ADOPTED FOR PRINCIPAL CITIES, TOWNS AND COUNTIES IN INDIANA, INCLUDING:

Terre Haute,	Idaville,	Fairmount,	Mooresville,	Princeton,	Vigo Co.	Richmond,	Bloomington,	Rochester,	Winamac,
Warsaw,	Bunker Hill,	Denver,	Rushville,	Eminence,	Salem,	Brooklyn,	Montezuma,	Argos,	Reynolds,
Dubois Co.	Huntington,	Valparaiso,	Centerton,	Franklin,	Petersburg,	Greensburg,	Monrovia,	Goodland,	Bremen,
Brown Co.	Fremont,	Lagro,	Worthington,	Morgan Co.	Spencer,	Paragon,	Columbus,	Amboy,	Wabash Co.
Bloomfield,	Nor. Manchester,	Garrett,	South Bend,	E. Connorsville,	Spencer Co.	Xenia,	Sullivan,	Portland,	Hartford City,
Corydon,	Antioch,	Warren,	Anderson,	Knightsville,	Posey Co.	Davies Co.	Nashville,	Somerset,	Lincolnton,
Patrickburg,	Fort Wayne,	Union City,	Remington,	Tipton,	Dublin,	Monroe Co.	New Harmony,	Roan,	Lafontaine,
Rensselaer,	Bourbon,	Martinsville,	Seymour,	Warrick Co.	Thorntown,	Boonville,	Ellettsville,	Roanoke,	Mt. Etna,
							Lebanon,	Union Co.	Etc.

McGUFFEY'S READERS ARE IN EXCLUSIVE USE IN 75 COUNTIES IN INDIANA.

VAN ANTWERP, BRAGG & CO., Cincinnati and New York.

New York School Journal.

THE NEW YORK SCHOOL JOURNAL,

Publishes EVERY SATURDAY at

21 Park Place, N. Y.

E. L. KELLOGG & Co

From 1 to 4 copies..... \$2.00 each
" 5 to 9 copies to one address..... 1.50 "
" 10 to 19 copies to one address..... 1.30 "
" 20 copies to one or more addresses..... 1.00 "
The blank label on each paper shows up to what date a subscriber has paid. If the publisher does not by that date receive a request from the subscriber that the paper be discontinued, he will continue to send it. The paper will, however, be stopped at any time thereafter if the subscriber so desires and remits the amount due for the time he has received it. The papers for a club will be stopped at once on the expiration of the club subscription unless a renewal for the same is received.

Subscriptions for any portion of a year will be received. If the papers for a club are to be sent to one address, the publisher desires to have for reference the names of all the subscribers. He therefore requires that each club subscription be accompanied with a list of the names and addresses of the persons who are to use the paper.

Additions may be made at any time to a club, at the same rate at which the club, as first formed, would be authorized to subscribe anew. Such additional subscriptions to expire at the same time with the club as originally ordered. The new subscribers to pay *pro rata* for the time of their subscriptions.

Subscribers asking to have the direction of a paper changed should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent. All addresses should include both county and state.

Any person writing to renew either a single or club subscription in connection with which his name has not before been known to the publisher, will please give the name of the person to whom the paper or papers have heretofore been sent.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

Contents of this week's number.

Advertisements.....	Page 1-3
EDITORIAL	
Old Fogies.....	3
Fundamental Ideas.....	3
Parents' Responsibility.....	3
THE SCHOOL-ROOM.	
Lessons in Articulation.....	4
Dictation Exercises.....	4
Notes from a School-Room.....	4
School Organization.....	4
The Teacher Should Use Correct Language.....	4
The School Room.....	4
Moral Instruction.....	5
Objective Teaching.....	5
EDUCATIONAL NOTES.	
New York City.....	6
Elsewhere.....	6
LETTERS.	
EDUCATIONAL MISCELLANY.	
A Vacation Dream.....	7
The Teacher's Field.....	7
Teachers' Reading.....	7
Educational Thoughts.....	7
The Duty of Women Towards Education.....	7
The Heat Yielded by the Sun.....	8
To Acquire Political Knowledge.....	8
CITY NOTES.	
BOOK DEPARTMENT.	
New Books.....	9

New York, December 4, 1880.

We have sent bills to all our subscribers whose subscriptions are due or about to expire. Please respond promptly.

Who shall be our school officers—our superintendents, our trustees? That is an important question—yes, a very important question. In some counties any man is allowed to superintend the teachers. It is a scandalous piece of business to put one not fitted by nature, education and experience in the school-room, into the very important office of supervising schools. Teachers, it is your duty at your town and county meetings to express yourselves on this subject. Dare to do it. Do it properly, but dare to do it.

THERE is a growing feeling, we are glad to note, among the teachers, that something must be done to keep the EXPERIMENTERS out of the school-room.

- (1) They damage instead of benefit the children.
- (2) They waste the time of the children.
- (3) They delude the people who suppose they are getting bread, and instead thereof get a stone.
- (4) They use up the money devoted to education.

Teachers, meet in town and county and denounce this state of things. Until you have the manhood to do this, your grumbling has no significance. There is a way out of this middle. There are people who are willing to learn how to teach and to make it a business if they can only have a chance.

Old Fogies.

The steady demand that our education shall be planned with reference to actual life offends a large class of teachers. They have little pet plans, most of them demanding only routine work, and they do not propose to change them if it can be helped. They have increased none in knowledge since the day they entered the school-room, unless in respect to some hobby. They read the newspaper and keep on turning the grindstone. Now and then one rouses enough to say, "I wonder why John does not continue to come to school." He may possibly dream that his mode of instruction has something to do with it; he may possibly think that the knowledge he gives in return for the boy's youth is hardly an equivalent—if so, he quickly dismisses the idea.

The schools are full of men who are good as finger-posts on a road—to show which way to go. They are stationary themselves, and their teaching is too often dogmatic and unsuggestive. These people believe much in drill, routine and discipline. It may safely be predicted that the beginning of the end of the reign of the old fog in the school-room has about arrived. It may take time to wholly disabuse the public mind, but gradually the man and woman who has no interest in teaching beyond the dollar, will have to go.

We hear a grumbling, and it takes this shape, that the intention is to root out all thoroughness. Here the old fog has been strong—this has been his mainstay. Talk about interesting the pupils, and he will say, "But I believe in thoroughness." Talk about the fearful waste of time, and he will tell you that "it is better to have one thing well learned than a smattering of a dozen."

But this will not avail; for the pupils will not stay to be made thorough. A radical change in man and method is needed. The spirit of the age must enter the school-room. It must speak through the teacher's voice, be seen in his eye, and be known by his step. Only those that live can give life to others.

Fundamental Ideas.

The fundamental principle of education (so fundamental that it may be called an axiom) is, that before ideas can be defined, perceptions must have been experienced. Objects must have been presented to the senses and by examining them experiences must have been acquired of their nature, their qualities, their action. The results of this examination are perceptions—they are inseparably connected.

By far the greatest part of the valuable knowledge of the mass of the people is of this kind. Knowledge that does not originate in this way, that comes as the consent to the experience of others, is worth something, but it does not compare with *self-felt* knowledge; a great many have confused ideas because one attempts to convey to another what he has not comprehended experimentally himself. This is due to wrong conception of what education consists in, and of what the teacher should do for the pupil, and of what the pupil's occupation in school should be. This is not written to defend or urge Object Teaching; it is to enforce the need of clear fundamental ideas as to what shall be the mode of educating. This presupposes that we attempt to find out the way in which we obtain our ideas.

Every one, may acquire a stock of fundamental perceptions and it was intended that each should have them; the world is constituted as far as childhood is concerned, for this express purpose. Indefinite or confessed elementary perceptions prevent the understanding of words the signs of ideas; there is a lack of precision; and the next step, the grasping and reflecting on the ideas of others and appropriating cannot be effected.

Robustness of thought, what we term common sense, if it is formed at all, comes from a fullness of common perceptions. There is a basis laid in nature and by nature; a man made by any other pattern than nature's is not a man—he may resemble one, however. The child was made for the ministry of surrounding objects; these surrounding objects in turn were made to minister to the child. Wordsworth in his loftiest flight utters the thought;

"The homely earth nurse doth all she can
To make her foster-child, her inmate man."

The period for obtaining these fundamental perceptions in early childhood. Then the child does not reflect at all, and hence the impression is deep and lasting, because undisturbed by any process of thought. The impression being made a series of events follows. There is a perception, an observation, a comparison, a judgment and a conclusion. The teacher must know his pupils in these respects; what perceptions they have had and how they have dealt with them, in order to educate them intelligently; unless he proceeds after this manner the education of his pupils will be a matter of choice.

True, he may neglect all of this; he may set books before him and stuff his memory, and nine-tenths of those who look on will clap their hands, but how "the judicious will grieve." It may be inferred from this that primary education is the most important of all. It is so. Yet, the popular idea is that any young girl can teach in a primary school. The time will come when this practice will be classed with burning witches, imprison debtors, shutting up paupers, insane and young criminals together. Along with this inattention to the needs of young children (the only needy class) is the senseless opinion that any one can teach. A little thought shows that few can do it—and do it properly.

For the NEW YORK SCHOOL JOURNAL.

The Parent's Responsibility.

REV. E. HAINES, Stanfordville, N. Y.

We must all admit that society is just what we make it. The next generation will be just what we determine it must be. If we train the rising generation to wave the standard of truth and love, thirty years hence, we will look out upon the floating banners of a people enjoying moral and domestic liberty. But on the other hand only neglect to do it and domestic, social and moral principles, will disappear.

Where now shall parent's begin this education? This is a generation which nothing short of ignorance clapping hands with indolence could even have suggested. Where then? Why at home, without a single exception. The preceptress of the world is the mother, who in her honored sphere is watching over the tender plants in her household. With her words, acts, and spirit, she it is that forms the generation that follows.

A father's counsel will sink deeper and a mother's prayer further than any other influence under heaven. Can parents love their children and yet neglect to instruct them in the very first principles of manhood? Can they love and place in their hands the cup of ruin? Can they love them and allow raging passions to dominate them? And yet alas, there is not a single neighborhood upon which the sun of heaven sheds its rays, but has its fathers and mothers whose lives are more absorbed in the shape of their garments than in the welfare of their children.

The clay is in the hands of the potter, and he makes such a vessel as he chooses. The bud in the hand of the florist, by his care and skill unfolds to us the beauties of the flower. So children are in the hands of fathers, and mothers, that they may develop, and bring forth to perfection those seeds of divinity wafted silently into our inner life by the Almighty in the beginning of our race.

Fathers, mothers, your love for your children is valued by the example you give them.

THE TEACHER'S INFLUENCE.—All good teachers have an influence over their pupils for good. But that influence is in proportion to the real interest felt for the welfare of the pupils. No teacher can fully succeed short of a heartfelt desire to better the condition of every child in charge. All mechanical means fail. Children are hard to deceive. They seem to know intuitively the feelings of the teacher toward them. If they are thought of as "brats" they feel it and know it, and success is rewarded accordingly. Teach for the money and through necessity you who will, but remember you can not be what you are not, nor be to your pupils what you would be. No pupil was ever much improved by simply fastening down the keys of discipline. The love and manifested interest of a sincere teacher must arouse in turn the love and interest of the pupil for him or her, and the work at hand. The best pupils are easily attached by our confidence and the interest of the school; the others must be won that the school may be an entire success. We fail inasmuch as we fail to enlist the interest of all.

THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL

Lessons in Articulation.

Very few of the pupils who enter our schools at fifteen years of age have any accuracy or precision in utterance. They have stout lungs, and stout throats, but they do not produce clear and explicit sounds. They need training in the art of utterance. Whatever we carefully study we become perfect in, and to emit sounds in a clear and exact manner can only be obtained by practice. And it must be practice under an intelligent teacher. But perhaps the teacher has never been taught. This is bad of course; let him at once take lessons. The writer felt this need, and applied to an elocutionist. His price was \$1.00 per lesson, and twenty lessons were taken, and it was very well spent. Here permit a question: What is the money you get for teaching to be applied to? Why, you say for food, clothing and board. True; and what is to be done with what is over? Why, you will say that must be laid up. We dissent. You must use that to EDUCATE YOURSELF.

Suppose there is no elocutionist near you; you must then do the best you can by yourself. And I shall suppose you have done so and prepared yourself to train a class in utterance. You will need a chart of the sounds of the English language. You take a pointer, and facing the class begin by uttering the sounds of A. Do this in a clear, firm, musical tone. Having done this once, twice or thrice, you ask the pupils to do it.

- (1) They will do it feebly; have it done in the usual reading tone.
- (2) Have it done softly.
- (3) Have it done loud.
- (4) Have it done very loud.

Call out, *loud, soft, medium, very loud*, as you may decide. See that all sit erect, in an easy, natural position. Be sure the sound is smooth, musical and pleasing. Be sure the sounds are correctly given. In the long sound of A, the E at the close should be heard very slightly indeed.

These lessons should be short; five or ten minutes is long enough. Do something at them every day or at every session; gradually, the rough, harsh, inaccurate sounds will disappear. The rough edges will be ground off, so to speak. The pupils will be able to execute your directions better each day as they will acquire power. In many schools these are wholly neglected on the ground that they are useless. This is a wrong conclusion. How we speak is of as great importance as what we say.

For the NEW YORK SCHOOL JOURNAL

Dictation Exercises.

NO. III.

We have heard from a number of teachers who give a weekly dictation exercise to their pupils, and we append some verses by one of the sweetest of American poets, which is suited to children up to fourteen or fifteen years of age.

PRETTY IS THAT PRETTY DOES.

The spider wears a plain brown dress,
And she is a steady spinner;
To see her, quiet as a mouse,
Going about her silver house,
You would never, never, never guess
The way she gets her dinner.

She looks as if no thought of ill
In all her life had stirred her;
But while she moves with careful tread,
And while she spins her silken thread,
She is planning, planning, planning still
The way to do some murder.

My child who reads this simple lay,
With eyes down-dropt and tender,
Remember the old proverb says
That pretty is that pretty does,
And that worth does not go or stay
For poverty or splendor.

'Tis not the house, and not the dress,
That makes the saint or sinner,
To see the spider sit and spin,
Strut with her webs of silver in,
You would never, never, never guess
The way she gets her dinner. —ALICE CARY.

The following words are supposed to be very difficult to spell: Poinard, separate, business, mingle, allege, exhilarate, hyneneal, cat's-paw, scintillate, mignonnette, privilege, ethereal, ecstasy, daguerreaz, bouquet, excellent, supercede, ventilate.

For the NEW YORK SCHOOL JOURNAL.

Notes from a School-Room.

I. MY READING CLASS.

Mine is the upper room of a three-room township graded school. It consists of two grades, 'A' and 'B'. This is thrown into one class in reading and spelling. Each alternate morning we read from the adopted text-book, use selections appropriate to voice culture, interpretation of thought, etc. The others are used in miscellaneous reading, not studied beforehand. The pupils take notes of what is read. The book is passed from one to another, each one reading a portion until all have read. It frequently takes several days to complete a selection. In addition to discussion each day a full discussion follows at the completion of each selection; in which are taken up the merits and demerits of the piece, the principal characters (if any), the moral taught, the author, etc.

The difficult words are noted and used in succeeding spelling lessons. Each pupil has a dictionary. One or more appointed, during the spelling lesson, to determine the pronunciation and spelling of all the words before grading.

This method has many advantages: (1) It teaches reading at sight, the kind all must use after leaving school; (2) it brings the pupil in contact with the best literature of the best authors, care being taken to select only from the best. (3) It increases the pupil's vocabulary by taking note of all unfamiliar words. (4) It inspires confidence, it teaches self-reliance. (5) It relieves monotony and creates an interest. D. B. S.

School Organization.

The school is a complicated affair. It looks simple enough as we glance at it, but when we take into consideration the details, we find that it is a complicated machine. The more perfect its work, the less detail we see. I saw one the other day, and it was scratched and marred outside, and, of course, inside. Now, the school, as I said, can't exist without the house, its habitation; and you must look at the house as teachers—not as wood-sawyers, or blacksmiths, but as teachers—and if you see that the house outside is scratched and marred, see what you can do to get it into better shape. There is not a lady here, if she should go to rent a house, and she find it in that condition, but would tell the landlord that the house must be fixed up. Yet you will go right into a school house without looking at it. When you step inside, if the house hasn't been white-washed or kalsomined or papered, and if every desk is scratched and marred, and the floor is covered with this, that, and the other, and you don't see it, you will fail in the first step of organization. If you can't get the directors to fix up the school-house, try the young people. Get up anything, even if it's a dance. Say to them: "We are going to have a party here in two weeks, and we are going to raise money to fix up this TEMPLE OF LEARNING."

I say, begin on the school-house with the organization. Do all you can with the directors, parents, everybody, to get up the place respectably. Some of you may say: "Oh, dear! I can't do anything. The directors don't care, and the people don't care." You cannot have a school house without blackboards. I don't mean a little board, but blackboard—plenty of it. Let us look around the house. Is there a broom here? Is there a pail? Is there a cup? Yes. Are there two cups? No. Are there three cups? Of course not. Well, in a well organized school we want these things, you know.

Sometimes a warm day comes, and five want a drink in quarter of a minute. Here comes a boy, and he wants a cup, and he is going to have it; so there is trouble. If there are two or three cups in the pail, all goes on right along. Can you lower a window? Try it, and find you can't! Can you rise a window? Yes. Do they stay anywhere you leave them? No; come right down again. That must be helped some way or the other. Now, you take a warm day and you shut up some scholars in school without giving them all the air possible, and they will become cross and you will become cross—just for the reason that you haven't air.

If you are a lady teacher, you can get some young man to fix the windows for you. A young man who can't whistle well enough to lower a window, should join the cavalcade that is moving off the face of the earth. Have you a mat? Well, you say, "Directors, get a mat." But they don't get it. What are you going to do about it? Make a bee, and make the mats. Teach every boy

when he steps into the "Temple" to wipe his feet. Go down to the blacksmith's shop; say, "Here, I want a piece of thin iron, about a foot and a half long, and I want you to punch four holes in it." This piece of iron will not cost much, and when you get it put it on the step for a scraper. You will perhaps find a mat; one corner of it, may be, is turned over and hanging down. If you are going to let that mat stay there that way, you are doing wrong; fix it up, if you can.

You will find it to be a fact, that if you care for the house, and for its apparatus, the directors will come and say: "This school-ma'am must have this and that, because she can take care of it." Everything in the house should be sacred to its use. Now, I think that teachers can make a great deal of the apparatus they really want. Our houses are full of things that will do as apparatus, if we will look. Can you get some little square blocks for the children? Yes; but do you do it? Not often. Can you get some beans? Johnnie is restless; hasn't anything to do. You say to him: "Here, Johnnie, take these beans and count out a hundred for me;" why, he will work as though he was getting a salary of a thousand dollars a year.

In the first place, the school-house should have books of a certain kind, and this is what they should have: a good Dictionary, a good Bible, and some sort of a Gazetteer; and, if possible, some sort of an Encyclopedia. But, suppose they are not there. Go around and club the neighborhood for a Magazine, and get a big Dictionary. Be determined that you will have something of that kind, not only for your own good, but for the good of your scholars.—SURT. H. S. JONES

The Teacher should use Correct Language.

1. "We have no corporeal punishment here," said a teacher. "Corporal" means having a body. "Corporeal" is opposed to spiritual. Say, corporal punishment.
2. "Set down and rest yourself;" say, sit down.
3. "Who do you mean?" say, whom.
4. "He has got my slate;" omit got.
5. "Who done it?" say, who did it?
6. "I intended to have written a letter yesterday;" say, to write.
7. "The girl speaks distinct;" say, distinctly.
8. "He lives at New York;" say, in New York.
9. "He made a great splurge;" say, he made a blustering effort. The first savors of slang.
10. "My brother lays ill of a fever;" should be, my brother lies ill of a fever.

The following words and expressions should be strictly avoided in conversation and in writing. Only a few of the many hundreds in use by uneducated people will be noticed:

1. "Acknowledge the corn"—instead of, to admit.
2. "Ain't"—instead of is not or isn't.
3. "Awful"—instead of ugly or difficult.
4. "Beat out"—instead of tired.
5. "Dreadful"—instead of very.
6. "Hopping mad"—instead of very angry.
7. "Strapped"—wanting or out of money.
8. "Wrathy"—instead of angry.
9. Female—incorrectly used to denote a person of the female sex. "To speak of a woman simply as a female is ridiculous."

The teacher should keep a record of all the mistakes made by the pupils, and encourage them to do the same. Once a week they should be written on the board, and corrected by the pupils; the teacher assisting when necessary.

The pupils should be required to copy in a notebook the exercises in a form similar to the above.

Let the pupils learn the correct way of speaking by a correct use of the term. Arbitrary rules are of little use in the beginning.—*De Graff's School-Room Guide.*

In Europe, the usual sign used by barbers is not the striped pole but one or more brass disks or dishes, suspended over the street. The origin of the use of these different signs is not perhaps generally known. Until the time of Louis XIV. in France, and of George II. in England, the offices of barber and surgeon were united. The sign then used was the streaked pole, with the basin suspended from it. The former was to represent a bandaged wound, and the latter the basin into which the blood flowed. The barbers, after their separation from the surgical profession, appropriated the sign, apparently without appreciating the joke they were playing upon themselves.

The School-Room.

The following list of questions was submitted by Superintendent Newlin, of Pennsylvania, to W. L. Balentine, of Mahony City.

1. *Should a teacher make special preparations of the lesson for each recitation?* Unless the teacher is perfectly familiar with the lesson and its bearings, so far as they ought to be presented to the class, and beyond that he should make special preparation for each recitation; I say beyond that, because to teach a lesson well one should know a good deal more of it than the lesson contains. He ought to have a reserve fund of information on it. A teacher should be so well prepared with each lesson, that were he called upon to recite it, he would be able to do so better than the best pupil in the class. He should make such special preparation for the lesson:

2. *Should this preparation include the method of conducting it?* I think that the teacher should decide upon the plan before the recitation begins. Where there is but one method of recitation, where the plan is unalterably fixed, there is no necessity for any preparatory thought as to method. The pupils know just what will come, how it will come, and when their turn will come, and what's the use in breaking in upon such delightful uniformity? But it ought not to be so. No one method should be exclusively adhered to; because it begets monotony and indifference. Methods should change too to suit the lesson.

3. *To what extent should a teacher use a text-book in recitation?* The principle is, to use the text-book as little as possible. It would be better, were it possible, to use no book at all during recitation. The text book hampers the teacher in proportion to his dependence upon it. The manuscript hinders the speaker.

4. *What are the objects of a recitation?* To test the pupil's preparation. A lesson that is not to be recited will not be properly prepared—probably not prepared at all. Pupils ought to be tested, first of all as to what they know about the lesson themselves. They should know that it is their duty to bring out what the lesson contains, and not to be mere receptacles for the teacher to pour into and fill up. The proof of a pupil's preparation in his ability to express clearly the idea and facts of the lesson. The idea will be obscure and imperfect in proportion to the obscurity and incoherence of the language used in recitation. I believe there are some ideas for which we have no words, but they are not in this account. When pupils say, "I know, but I can't tell or write it," they ought to say, "I don't know it well enough." Knowledge and its expressions are so intimately united that the former does not commonly exist without the latter, and hence testing a pupil's knowledge of a lesson is the same as testing his ability to express it. In this way the recitation contributes greatly to the acquirement of a command of language and of ease and correctness of expression.

5. *Should a pupil be told what he can find out for himself?* As a rule, a pupil should not be told what he can find out in reasonable time, for himself.

6. *How far should a pupil be assisted in the preparation of his lesson?* Just so far that he may know how to go about the preparation of it in a proper way. If the lesson is unusually difficult, it is proper for the teacher to point out the difficulties and suggest their solution, but no more. Pupils should be taught that the lesson is a trial of their strength, and that to fail is to acknowledge defeat, but that to succeed is to score a victory. I think, too, that by helping pupils a good deal, they come to distrust their own ability, and this is, in many cases, disheartening and enervating.

7. *What is the difference between teaching and talking?* Teaching is communicating to another the knowledge of that of which he was before ignorant. It is educating. Talking is familiar or unrestrained conversation. Now, to communicate knowledge, or to educate, some conversation is necessary. (And I would say here, in passing, that the conversational plan of teaching is the proper one for quite young people.) But teaching differs from talking in that the former is not unrestrained conversation. In teaching, conversation has an especial aim, and that is to hold the minds of the pupils closely on the subject of the lesson, resolutely refusing to entertain irrelevant thoughts, or give expression to them.

8. *Should a teacher confine himself to the printed questions of the author?* It is better for the teacher to make his own questions, even if they are not quite as good as those in the book; because if he depends constantly for his questions on the book, he will never acquire the art of questioning.

9. *Why are "leading questions," or questions that can be answered by Yes or No, objectionable?* "Leading questions" are useful in recitation when it is desirable to have the pupil commit himself when he purposely or otherwise refuses to come to the point. But they are usually objectionable. 1. Because they provoke very little effort on the part of the pupil as to thought, and none at all in the expression of it. 2. Because the teacher has to do all the reciting, and it is not his business to recite.

10. *Should the teacher reject partial answers and require every answer to be expressed in good language, and in a complete sentence?* Of course, every answer ought to be given in good language. I do not think, however, that every answer should be in a complete sentence.

Little Things.

We are apt in our teachings to overlook the little things. This is unquestionably wrong. It is one great reason why we have so many indifferent scholars at the present day. We aim to teach too much, and in doing so, many little points that are considered of minor importance, are entirely overlooked. We wish in this article to call the attention of teachers to those little points that are overlooked in their teachings, to those things that are considered the small things; so small, that they are either neglected entirely or are slighted very much. That much teaching that has been done in the few years past, has been very defective, is evident from the many indifferent scholars we find among those who pretend to be educated. How often is it the case that many of the graduates from our best colleges are woefully deficient in the primary branches. They are very poor spellers and readers, and can scarcely write a legible hand. Now, this defect arises from the fact that their teaching was defective, inasmuch as those useful lessons that may be imparted by the true teacher outside of the text-book, have never been given them.—But, how is this to be remedied? We propose to show that we, as teachers, can remedy it, and that we are culpable if we do not do so. We take it that all children can become good spellers, but how? Simply by drilling them properly. Teach slowly. Never allow a pupil to lay aside a book until he has mastered it. Has a child, for instance, mastered the First Reader, who cannot spell all the words in it? Surely not. But it should not only be able to spell every word in it, but should be able to read and to understand the meaning of every word. Now, some teacher is ready to say this can never be done, but we know that it can be done, and that it should be done. In doing this, what a vast amount of useful knowledge the little mind receives, that perhaps it will never receive properly, unless it gets it here. Every new word that the child is taught becomes an object lesson, from which the skillful and faithful teacher can draw useful truths that are eagerly received by the expanding infant mind. Taught in this manner, learning becomes a pleasure, and the little child, instead of feeling that the lessons are mere connings of the dull words of the text-book, feels that it is gaining knowledge, and the expanding powers of its mind catches an inspiration even in its infancy that leads it on to new fields of knowledge. Let the child then be taught thoroughly at first. Lay a sure and firm foundation, and the superstructure will be perfect.

Then, do not, as you value your work, neglect little things. Inculcate in the minds of the little ones correct habits of thought. Teach them all you can outside the text-book. Teach them what you know they will be called upon to use in after life, and teach it as you know they will be called upon to use it.

We must mention one other defect in our teaching, i. e., the habit of allowing our pupils to pass over important principles, say in Arithmetic, for instance, without understanding them. We require of them to commit long rules, and recite them, perhaps, in the exact language of the text-book. Nay more, they may even according to the rule readily put the solution of examples on the blackboard, and still may not be able to understand properly one principle involved in the solution. Some, we know, take the grounds that it is not for the child to understand principles, but that if the mechanical operation is performed nothing more is necessary; and that in good time, when the mind is properly expanded, the principles will be understood. No greater mistake is ever made in teaching. The child should be taught—first, the principles, and then the rule, and whenever we find that our pupils cannot be led to understand what they

are doing, we can rest assured that something has not been taught that should have been. Some little thing perhaps, has been neglected. Children reason early if they are taught aright, and learning becomes a pleasure just in proportion as there are taught correctly. We close with the advice: In all your teachings attend to little things. Teach slowly; teach thoroughly; and be sure you teach systematically.—*Educational News-Gleaner.*

Moral Instruction.

The superintendent of public instruction for the city of Brooklyn, N. Y., says: I have not been without apprehension that, in our eagerness to stimulate the intellectual faculties of our pupils, their moral training is in danger of being overlooked. The inculcation of the moral obligation does not necessarily intrude upon the peculiar domain of any sect, nor will the prudent cultivation of moral sensibility offend the most sensitive and jealous sectary.

In this class of tuition there should be no timidity, no hesitation in attempting to build up in the mind of every pupil a high standard of personal honor; to instill into his soul a love of justice, a detestation of mean actions, a high regard of truth, and a hatred of deceit. The mere ritual of a course of study may be faithfully executed by the teacher, and all the injunctions of her superiors performed with the exactness of perfect machinery, and yet her influence for shaping the character of her pupils be a nullity. The problems of arithmetic and the mysteries of grammar may be illustrated with the clearness of a trained professor, while the mind and hearts of her pupils are wholly unaffected by any interest in their personal character and habits. The moral power of a zealous and warm-hearted teacher is the most potent for good of all the influences which affect the minds of the young. If she is quick to encourage disinterestedness and generous conduct in her pupils, and prudent in her reprehension of selfishness and injustice, there will grow up an elevation of moral excellence in her wards which will affect their entire existence.

It is not entirely by the occasional and spasmodic injunction of formal homilies, but in the practice of every-day life—in the common affairs of business and of the school-room—that human character is built up and strengthened into noble manhood.

The intelligent teacher will find abundant opportunity for illustrating and enjoying correct principles of action in the constant occurrence of petty acts of tyranny, in which the stronger pupil oppresses the weaker, in the infliction of vengeance for fancied wrongs in the exhibition of meanness and love of depreciation and scandal-bearing, in the appropriation of the property of others, and the infinite grades and modes of deceit, in want of respect for parents and teachers, and in the treatment of the aged and the poor.

The good fortune, as it would be called, of finding a pocket-book, could be used to illustrate the principle that no right of property is acquired through any other means than that of earning it by labor, or the voluntary bestowment by its rightful owner.

The pupil could be shown that the lost money remained the property of the owner, and that the appropriation of it would be as morally dishonest as to obtain it by picking its owner's pocket.

Every act of the teacher, every instance of discipline by the principal, and every address to the pupils by either, should tend in the direction of inciting their ambition to a high standard of character. To be honorable in their transaction with others, to love and admire fair play, to detest trickery and deceit, to be modest, kind, generous, and noble, should be as much the design of education as the mastery of the rules of grammar and arithmetic.

If our instruction fails in these purposes, it has accomplished little of its great aims and possibilities.

Objective Teaching.

Observation is the absolute basis of all knowledge.—*PESTALOZZI.*

Object lessons are meant to awaken the intelligence and to cultivate the different phases of observation, conception, and taste, without which little progress can be made in education.—*CURRIE.*

Object lessons are designed to afford that culture to the young mind which seems a natural development of its faculties, and also to impart a knowledge of the elementary facts and principles of all the sciences.—*BROOKS.*

I thought the best way to proceed would be to place the object in the hands of the teacher, for I knew that mere verbal knowledge would not be transformed into actual knowledge.—AGASSIZ at Teachers' Inst.

"Some of the most valuable results of the 'New Departure' are seen in the increased capability for work; the formation of habits of systematic work—the real love of children for work."

"The true aim of object lessons is, not so much to give information, as to develop the power of acquiring it."

We have four good results that may be produced by the right use of object lessons:

1. They present the right occasion for knowledge.
2. They lead to the exercise and development of the active powers of mind.
3. They communicate a good method of study.
4. They bring the living spirit of the master in contact with that of the pupils; thus furnishing the necessary condition, for the one, to mold the character of the other.

—SUFF. DICKINSON.

The objective method of teaching is sometimes termed the *new departure*; to some extent this is true, to some extent not true.

While it is a departure from the methods heretofore pursued by many, and, unfortunately, by a majority of teachers; still it is in perfect accord with the methods of all that have been truly successful, from the earliest efforts to train the mind down to the present.

And why is this true? Simply because the method is in harmony with those principles which underlie all success.

If, as the great Pestalozzi tells us: "Observation is the basis of all knowledge," then, if we must diligently cultivate the power to observe and, if the great object of this plan of teaching is to awaken intelligence and to cultivate the powers of observation, &c.; then, indeed, does it demand our attention; and, unless we can find some other method equally fitted for this purpose, we are, as conscientious, faithful and worthy members of our profession bound to employ it in our efforts to train and develop the minds committed to our care.

What is there in any method of teaching which so sharpens the observation, awakens the mind, and kindles a desire for more knowledge? Then too "the foundation of all memory is observation."

Observation, careful attention, and a keen interest in a subject, are the corner stones upon which memory rests.

Here, then is the method of teaching which arouses the mind, and throws it into that condition in which deep and abiding impression can be made. It cultivates and develops the power of accurately observing, and stimulates all the other faculties of the mind, and thus increases the capacity for future work. No other method will so intensify the teacher's power of educating the child.

The difference in the condition of the mind of those pupils, thus trained, and that of those in which this kind of culture is wanting is immeasurable. That plan of teaching which merely crams the mind with knowledge, no matter how valuable in itself, and does not materially increase the power of the child for future work and future acquisition, is a failure.

Said a teacher to me recently: "I receive my pupils in so much better condition of mind, since the teachers below me have been teaching objectively."

In fact, such pupils are always at a premium while those taught by the old, abstract, memorizing plan are always at a discount.

If this is the surest way in which the intelligence can be awakened and the various faculties of the mind developed—and the great leaders in the educational world all tell us, most emphatically, that this is true—how then can any teacher hope to succeed, who ignores this great truth and who neglects to seize upon the greatest lever that can be found for moving mind?

But this kind of teaching demands thought and daily preparation upon the part of the teacher. The kind of teaching which would reach mind and wake it to activity, must employ mind, and 'tis only the touch of active mind which can beget activity in the learner.

Let us then adopt such methods as shall train the eye to see, the ear to hear, the hand to touch, the observation to carefully scrutinize and thus awaken all the powers of intelligence, then shall we send forth, from our school-rooms bright, intelligent thinkers and workers, who shall go forth to bless their race.—L. H. DURLING.

We send out with this number our New Premium List. Please read carefully.

EDUCATIONAL NOTES.

NEW YORK CITY.

The Board of Education met Dec. 1.

Mr. Stone offered a resolution looking toward the prohibition of the use of any title like "Doctor" to principals during school-hours. Three of the Trustees of the 12th Ward nominated Miss Lizzie A. Pardee as principal of Female Department, G. S. 72. Two Trustees nominated Miss Mary W. Swartz, first assistant in G. D. G. S. 46.

The election of Asst. Superintendents was postponed. A committee to consider the reduction of salaries of Asst. Supts., and of Janitors, was appointed.

The Teacher Committees nominated John H. Myers as principal of G. S., 63.

Ten trustees were appointed for five years—in most cases the present incumbents were reappointed; the only exception were A. Klamroth in the 19th. A. H. Underhill in the 22nd, and Ludo'ph A. Fullcroft in the 23rd.

J. D. Lynch was appointed in the place of James K. O. Brien, 18th Ward, E. S. Mead in the place of F. S. Weeks, 18th Ward, James S. Ward in the place of S. H. Everett, 3d Ward.

The Supply Committee presented its report.

There were present.—President Hunter, Trustee Baker.—Principals Litchfield, White, McGuire, Elgas, Hudson, Robinson, Dr. Hunter.—Inspector Agnew and several teachers, no "book" men.

The meeting was not specially interesting.

ELSEWHERE.

PENN.—The dedication of Pardee Hall, a portion of Lafayette College, Easton, Penn., which was destroyed by fire last year, took place Nov. 30. The new hall, as was the one destroyed, has been built and presented to the College by Aro Pardee. President Hayes said: "In our country and in every republic, it is the business of the government to educate its citizens in the duty of citizenship; indeed the government of this country is in the citizen, and it will be a good government just in proportion as the citizens have good education. The best government under a republic will be that with the best education. Ignorant voters are powder and ball for the demagogue. Therefore it is that from the beginning Washington and Jefferson and the Fathers all urged upon the people on every suitable occasion the importance of popular education. But there is something beyond this—beyond that which is necessary merely to make good citizens. This is the higher education which can be furnished only by the colleges, the university, the scientific school. Wealthy men understand that in no way can they do such good to those who are to come after them—in no way can they build to themselves such a monument that will preserve gratefully their memories in future generations as by endowing a college, a university, a scientific school. Therefore, my friends, we are here on this occasion to do honor to the man who has set an example. And what an example it is. He has not waited for the time of his last will and testament, and the uncertainties which the lawyers understand. He does it while he is alive and can see that his wishes are properly carried out and the work well done. Let us then say that you and I, and all of us, are spending our time well to-day in contributing something to honor this example, which, we hope, is often again and again to be followed in our country hereafter." Professor F. A. March made the address of the day, he said: "We meet to-day friends of education, and therein lovers of our country and of our race, to celebrate the completion of this hall of science—and to honor its founder. What are to be the production of the college apparatus? Men, of course, but what kind of men? It would be hardly right to organize the studies and direct the method of college work to the development of men of genius, or the introduction of incipient processes in archeological learning. The great purpose must be to prepare our youth to discharge the duties of good citizens in the ranks of those professions or occupations requiring special preparations; to make good preachers, lawyers, doctors, teachers, engineers, merchants and masters. One thing more. Manhood is good in itself and everywhere. A course of training which mars or neglects the symmetrical development of mind, the culture of the moral sense and the sense of beauty, must be found wanting. John I. Blair, of New Jersey, suggested that an endowment of \$50,000 should be raised. He was willing to be one of five gentlemen to do this, and he hoped the balance would be raised before the exercises closed.

LETTERS.

To the Editor of the New York School Journal:

Herewith I place at your disposal, what seems to me to be a new, short, pleasant solution of the two equations, which are frequently given as unsolvable, save by methods of approximation. If the solution should chance not to be new to students, it was nevertheless, worked out as such by your servant, the writer hereof.

The operation depends upon the fact that 0 divided by 0 is indeterminate.

The equation are $x^2 + y = 7$ and $x + y^2 = 11$; two very simple innocent looking fellows.

The first may be written $x^2 + y = 4 + 3$, or $x^2 + 3 = y$ by factoring $(x - 2)(x + 2) = 3 - y$.

From the second, $x + y = 9 + 2$ or $x - 2 = 9 - y^2$ hence $x - 2 = (3 - y)(3 + y)$. Divide first by second, canceling common factors

$$\frac{x + 2}{1} = \frac{1}{3 + y} : \text{clear of fractions,}$$

$3x + 2y + xy + 6 = 1$; in which the numeral 6 must be diminished in order to equal the unit 1; but, the signs being all positive, it is increased for any rational values whatever of x and y , hence the equation is untrue.

This condition can only occur by having omitted, or canceled unequal factors from each member of the equation;

$$\frac{x - 2}{x - 2} = \frac{3 - y}{3 - y} = 1; \text{there-}$$

fore, $x - 2 = 0$ and $3 - y = 0$ — indeterminate value, $x - 2 = 0$ and $3 - y = 0$

and in order to reduce to such form x must equal 2 and y equal 3, the rational values sought. G. W. WASSON.

WHAT is education? Why, it is ordinarily three years at an academy, four years at college, and two or three of finishing off in some special department; and it follows, of course, the man or woman is educated. It is as mechanical, as tame, and monotonous a fact as a bill of lading, or the stealings of conductor in a street-car on a hot July day. True, an educated person is seen to drop into a mean, eventless, and purposeless stupidity; to gravitate downwards, and to find no better thing to do with knowledge than to be meaner and baser than the ignorant. I believe that there are many in our land, of both sexes, who would be obliged to confess that their education has been of minimum value to them. The good that it may have done to them they can hardly point out—the evil often alone appears. It is altogether likely that some things which you have learned here you will forget, possibly forget without much loss. We put up props to make an arch. As soon as the arch is finished we take away the props. We raise a scaffold for the workmen, while the building of a house is rising brick by brick and window by window. When we come to live in the house, the scaffolding would be sadly in the way. You have worked at arithmetic, and solved puzzles that are often curious and vexing. You will possibly forget them, and be vexed by things very different. But the training which you have had with these lower, these mechanical materials, is to-day the sum of your education. It is your own.—REV. C. H. HALL, D.D.

WHEN soil is taken from a deep well or other cut in the earth, plants often appear on the newly thrown out soil, and the popular impression is that they have sprung from seeds that may have been buried in the earth for indefinite periods. There are many of these popular impressions floating about in connection with the appearance and disappearance of plants. On the old overland wagon road to California, the common prairie sunflower appeared abundantly, and to this day a belief prevails in some quarters that the seed was sown by the Mormons, so that by the aid of the growing plants they might find their way, in case they should be compelled to turn eastward again. Another curious legend has recently been noted by Mrs. Bingham of Santa Barbara, in the *Botanical Bulletin*. It is that when California was ceded to the United States the Catholic fathers were so enraged that they cursed the ground, which then brought forth the *Malva borealis*, which is one of the worst weeds in that country.

Good sense and good nature are never separated, though the ignorant world has thought otherwise. Good nature, by which I mean beneficence and candor, is the product of right reason.—DRYDEN.

EDUCATIONAL MISCELLANY.

For the NEW YORK SCHOOL JOURNAL.

A Vacation Dream.

BY FANNIE SKINNER.

In the twilight of the poet,
Sentimental, soft and gray,
I sit like a very lonely bird
Whose birdling's have flown away.

I think of my empty school-room,
Empty like last year's nest;
For all the restless darlings
Are having a play-time rest.

They are learning the less ons of Nature
By fountain, brook and stream;
And their happy, care-free laughter
Floweth into my dream.

For the NEW YORK SCHOOL JOURNAL.

The Teacher's Field.

BY A KANSAS TEACHER.

There was once a woman who had a very fine garden. The birds proving very troublesome, she put up a scare-crow, but, as her fence was poor, she soon found worse enemies in her neighbor's pigs. Seeing that her garden must be destroyed, she took down the scare-crows with the remark—that she preferred birds to pigs.

I was forcibly reminded of this story by learning that for the office of school superintendent a hog-dealer had been elected—a man who, in over a half dozen years' residence in his country, had never taught, never manifested any interest whatever in the cause of education. Walk right in, my reverend friend, and we will say not a word about that old blue law, "No minister may keep school."

This educational field has a wretched fence about it, and those so much more injurious than yourself are breaking in, that you are one of the lesser evils. You, at least, have intellectual culture, and, from the very nature of your work, you must have taught upon all the leading topics of the day. Graze where you will, and, though you don't belong here, we can tolerate you with better grace than the hog-dealer.

For the NEW YORK SCHOOL JOURNAL.

Teachers' Reading.

PROFESSIONAL LITERATURE.

BY G. W. SYNDER.

A profession may be known by its "literature." The literature of a profession is what the members of the profession make it. The subject may be outlined for convenience of discussion:

(1) Historical.—What the great teachers of the past have written on the subject.

(2) Statistical.—Study of reports of the different ages of growth.

(3) Educational periods of to day.

(1) Every one who teaches should study the biographies and writing of the past. Physicians study the history of medicine. Every sawbones can quote something of *Æsculapius* and *Harvey*. Ministers study the growth of the church. Lawyers study the growth and development of the principles of common law. But how many teachers know or care to know anything of *Roger Bacon*, *Roger Ascham*, *Locke*, *Rousseau*, *Pestalozzi*, *Fröbel*, *Dr. Arnold* or *Page*. Very few of the 250,000 in the United States. For \$1.75 a copy of "Quick's Essays on Educational Reformers" can be had; a careful study will do something towards outlining the great field of what good men have set forth in the past. \$1.50 will buy a copy of *Page's "Theory and Practice,"* and a careful reading of it, not once but frequently, will be of great help for the teacher, and a knowledge of that good man gleaned from his writings and biography will be of much benefit. So of many others I might mention; the teacher must be a constant reader of the writings of the past if he would grow daily.

(2) Statistical, as found in *Prof. Eaton's Reports of the United States*—which can be obtained for the asking. Reports of the different State superintendents of instruction will be of great value—if properly studied; and these too can be obtained for the asking. No doubt many will say "school reports are dry reading." "I don't see what any one can find in them of interest." If you say so, something is wrong with you. Don't complain that your pupils now and then are found reading a dime novel. You have failed to interest them in their studies; the fault is yours,

not theirs. "Do you say that reading school reports will assist me in interesting my pupils?" We do say that very thing, for we have found pupils of grammar and high-school grades become intensely interested in these very reports; for we have tried the experiment. If a teacher possesses the tact to interest his pupils in such literature, he will not say dry, when school reports are mentioned, the teacher must know what these reports show up if he expects to do his work well.

(3) "Educational Periodicals of the day," as monthly and weekly papers. Of 250,000 teachers of to-day in the United States do one-tenth, or ten per cent, take an educational periodical. That would make the gross circulation of such papers 25,000. We do not believe it is more. But a number are taken by members of school boards—ministers and other friends—of education. One teacher in ten takes an educational journal! and then only about one in ten read carefully these papers, or knows what they contain. We are satisfied of this, only 2,500 teachers out of the vast army of 250,000 are benefited by these great helps; and this is America, the land of the free. What are the motives that induce too many to subscribe; shall I name them? I will: (1) Because others of my friends do. (2) Because my superintendent expects me to. (3) Because I am over-persuaded at the annual institute by the polite agent. (4) If I do not I might lose my place (occasionally!!) this is the reason; would it were more frequently.) The profession would be rid of many who now hinder real progress. If school committees, boards of education, examiners would question a little on this department previous to electing a teacher. What a wealth of information is found in a file of any of the various educational publications of the country! Who can carefully study these columns and not rise up stronger for the work of the next day in the school-room?

Yet how few comparatively see it now. But we are glad to know that the "the world moves," and journals like the *NEW YORK SCHOOL JOURNAL* are doing a grand and good work, speaking the truth. Slowly the great mass of teachers are made to feel the importance of a current literature. In time the harvest will come; we only hope that those who are struggling now may live to enjoy the fruit of their labors. But all the past admonishes us that many good and noble lives must wear out in the good work before the fruition of their hopes will be fully realized. It may be a consolation to all such to realize that if this world, if society, if teachers were all they should be there would be nothing to labor for now or for the future. Teacher, if you are not a reader become one from this hour, and bend your reading to your work, and thereby enroll your name with the good and great of earth, and the coming generation will "raise up and call you blessed."

Educational Thoughts.

We learn not only to understand but also to express what we understand. As much as any one understands, so much he ought to accustom himself to express. Speech and knowledge should proceed with equal steps.—*COMENIUS*.

SPEECH, as the consummation of the expressive faculties, becomes the inheritance which one generation transmits to another—a possession unconsciously acquired by imitation, although actually the result of long-continued training, and sometimes of painful efforts in detail.—*RUSSELL*.

THE Fancy is awakened and trained: 1st, by the early training and of the senses; and, by not insisting too early upon over severe exercise of the understanding, and by not stifling it with an empty stuffing of words; 3d, by the study of poetry, which is peculiarly appropriate to the young.—*NIMMEYER*.

A CHILD is never happier than when it is imagining, and thus poetizing itself into strange situations and persons.—*HERDER*.

It might not be amiss to make children, as soon as they are capable of it, often to tell a story of anything they know, and to correct at first the most remarkable fault they are guilty of in their way of putting it together. When that fault is cured, then, to show them the next, and so on, till, one after another, all—at least the gross ones—are mended. When they can tell tales pretty well, then it may be time to make them write them. The fables of *Fæop*, the only book almost that I know fit for children (written in 1693), may afford them matter for this exercise of writing English. When they understand how to write English with due connection, propriety and order, and are pretty well masters of a tolerable narrative style,

they may be advanced to writing of letters, wherein they should not be put upon any strains of wit or compliment, but taught to express their own plain sense.—*LOCKE*.

"If I look back," says *Pestalozzi*, "and ask myself what I have really done toward the improvement of methods of elementary instruction, I find that in recognizing observation as the absolute basis of all knowledge, I have established the first and most important principle of instruction."

For the NEW YORK SCHOOL JOURNAL.

The Duty of Women Towards Education.

Judging from the expression of women's views relative to the new privileges conferred upon them by the State, they do not intend to avail themselves of them. So little do our women, as a rule, know about affairs that the many remain careless and indifferent lookers on. It took ages for people to learn that the earth is not a great square, but the truth once known we cannot go back. No one wishes to. Why, then, shall we object to progress in other things? Depend upon it, my sisters, Almighty God is not guilty of creating that "noble creature, man" and then creating as a mate one unable to deal with the questions that arise from the family relation. With man's increasing civilization has come also the knowledge that woman is just as important, of just as much consequence as man. All of these old notions of the superiority of either sex to the other are fast dying out, and just as speedily as possible too, they are to be buried, and I trust they will never see a resurrection but slumber on in their tombs forever. Women should no longer remain a cipher in the human family. No good Christian woman will refuse "to walk in light"—therefore, I for one come to you and say, see, hear and learn, then act as a conscience, good reason dictate.

Over and over again have I heard this matter of voting at the annual school meeting ridiculed, and that too, in nearly every instance by women. I shall not urge you to become anything that is unwomanly, far from it, but your duty as mothers makes it obligatory upon you to know to whom you entrust the education of your children. I am a teacher, and I know whereof I speak. I had a faculty, both as pupil and teacher, for seeing behind the scenes, and I can say that very little that is called teaching is worthy of the name. It is not what the fond mother supposes it to be. I would that I had the combined eloquence of past ages that I might arouse the mothers to investigate this important matter for themselves. The child depends most upon you, and God rests upon you the greatest molding power. Then is it not eminently proper that you use your caution, judgment, knowledge to secure the best instruction for your children? You know it is. Teachers are simply hired substitutes to carry on the work you have neither the time nor the ability to do. Hence mothers should have a voice in selecting the teacher.

Mothers, conquer your horror of being called strong-minded and use your right for the benefit of your children. My object is not to utter a sweeping denunciation against the teachers of our land. There are many most noble men and women among them, teachers who merit ample pay for their services. These need the cheering friendship and the staunch support of the mothers to prevent their being cut adrift by politicians. Such are the only ones to be drawn into our schools. They need not to be sought out and urged to teach. Besides, you must help to rid the schools of the experimenters and pretenders. To save the children I have taken up my pen to write what must necessarily bring down the wrath of thousands upon my head, but I know I am doing right, and I fear not. Men will often tolerate teachers guilty of profanity, untruthfulness, dishonesty, intemperance and immorality, but you mothers will not. You can not afford to have them there, even if they taught for nothing. Every teacher should be alive to the physical, mental and moral welfare of his or her pupils. More than one boy owes his blighted life to the fatal influence of a poisoned atmosphere at school. More than one girl owes her career of shame to the evil she saw and heard behind the scenes during her school life. Yes, mother, you should be identified with the schools. As mothers you have a right to know what influences your children are subjected to. As mothers, you have a right to have a voice in deciding who shall be trusted with the great work and solemn responsibilities of teaching your children. The fresh souls of your children are far too precious to be sacrificed, therefore I entreat you enter upon the new but great work of judging and deciding upon educational questions.

ALICE M. DRAPER.

Pestalozzi.

Extracts from the method of Pestalozzi by Herman Krust.

When children arrive at school age, three ways are presented by which their education may be conducted.

First.—To give names to letters, figures, and other symbols, followed by definitions, rules, and a limited number of facts, most of which have no relation to those already known to the child. The whole process in ideas which have not come within the child's experience, and consequently, are not his own. They are clothed in words not in common use, the meaning of which is frequently entirely unknown.

Second.—To allow children to continue for a time in school the plays which they have learned at home, thus giving vent to their natural activity; but gradually mingled pleasant instruction with the play, training their hands to make beautiful objects, and leading them to the full, free exercise of their inventive faculties.

Third.—To place objects before them in which they are interested, and which tend to cultivate their perceptive faculties; and, at the same time, lead them to name the object, to describe its parts, and to state the relation of these parts. Thus language also cultivated; and, from the observation of a single object, the pupil is led to compare it with others, and the first steps in classification are taken.

The first of these methods may be styled the *old method*; or, since it is largely practiced now the *usual method*. It is the result of habit, thoughtlessness, or ignorance, and can not, for a moment, stand the test of philosophical criticism.

The second of these methods is known as the Kindergarten system. This word literally signifies children's garden, but means a pleasant place where children are educated. The Kindergarten system was originated, after the time of Pestalozzi, by Froebel, an eminent German educator, and is rather supplementary than antagonistic to Pestalozzi's work. Froebel takes children at a very early age, and proposes to systematize their plays, train their activities, and, in some measure, arrange their ideas in an orderly manner before the commencement of school life. Pestalozzi assigned the same work to the mother, as a part of necessary home education, without, however, considering her want of culture, means, or time for its accomplishment.

The third is the method which has more directly grown out of Pestalozzi's work, and has given rise to what are known as Object Lessons. These lessons are designed specially to cultivate the perceptive faculty; and hence, in any true system of education, they must be considered as fundamental—not only in their relation to the faculties, but as giving the first ideas, or laying the foundation of all branches of knowledge. Object Lessons in form lead directly to Drawing, Writing, and Geometry; in sound and form, to Language, including Reading, Speaking and Spelling; in place, to Geography; and in animals, plants, minerals, etc., to Natural History. Every branch of science has its primary course, the first ideas of which can best be derived from objects, which are viewed from all sides and in all relations accessible to perception, so that distinct ideas may be formed both for present use and as the basis of future work.

Again, in many instances objects are merely used as means to develop an idea. We say three apples, four pebbles, two beans; yet neither the apples, pebbles, nor beans are essential to the conception of the numbers three, four and two. In the higher branches, as moral and intellectual philosophy, ideas forming a part of our experience are the objects which, as the name implies, are placed or thrown up, before us for special consideration.

This method commences with an examination of objects and facts, then institute comparisons by which resemblances, differences, and relations are observed; and with the results so obtained, repeats the process until the remote relations are known and the highest generalizations reached. This process may, with propriety, be called the Objective Method or Objective Teaching.

Objective Teaching, in this enlarged sense, includes Object Lessons, and a great deal more. It comprehends the unfolding of the faculties in the order of their growth and use, and the presentation of the several branches of instruction in their natural order. Its great aims are mental growth and the acquisition of knowledge.

The worst education that teaches self-denial is better than the best that teaches everything else and not that. —JOHN STERLING.

To Acquire Political Knowledge.

There are many who have carefully studied text-books of American History and yet are wholly unacquainted with the politics of a single administration—except perhaps the last. But our country is really managed by one of the political parties, and hence it is important to know the ideas of these parties. To obtain this knowledge has hitherto been very difficult, but a teacher, (and we are glad this profession has the honor to have originated the man,) has applied the *object system* to the disjointed facts and we are able to see and understand the matter. Prof. Houghton, of Bloomington University, Indiana, has devised a chart on which the development, changes, absorptions, rise and progress of the political parties of this country are clearly shown. We have examined it and in common with thousands of editors and historians, must pronounce it a most valuable invention. It is a sort of "rapid transit" mode of acquiring such knowledge. The publishers of "Houghton's Conspectus," as may be seen in our advertising columns, offer to send circulars giving full information respecting this remarkable production and we believe the teachers will avail themselves of it.

CITY NOTES.

CONCERTS.—Many are the attractions offered winter evenings by the regularly organized musical societies as well as by individual talent. From the first came the Philharmonic's public rehearsal and concert in November, at which Herr Joseffy appeared. Theodore Thomas, the conductor, is untiring in his efforts to bring the best music before his New York audiences. The chorus which he has been training since September will take part in the next concert at the usual place, Academy of Music.—The Oratorio opened its eighth season with the "Elijah," which went off well.—The second concert by the Symphony, Dec. 4th, drew an immense number of listeners to "La Damnation de Faust." Herr Georg Henschel sang at the two last with the spirit and strength which has given him such popularity in England and Germany.—The Mendelssohn Union of Harlem gives its first concert of 1880-81 at Chickering Hall during the latter part of this month with Herr Henschel in soloist.—The Philharmonic Club has announced the dates of its concerts for this year.—The "Saalfeld Ballad Concerts," which were organized last spring, continue with more and more interest. For the next concert an orchestra under Signor Arditl will add its attractions.—Herr Joseffy will give two afternoon and two evening concerts at Steinway Hall, assisted by sixty members of the Philharmonic Society.—Miss Anna Bock and Miss Florence Copleston have each given piano recitals which were well attended.—Mme. Constance Howard has marked out two programs of great interest, which she will perform Dec. 4th and 8th with the aid of Miss Emily Winant, Mr. S. B. Mills, Mr. Caryl Florio and others.—Herr Georg Henschel's series of vocal recitals are eagerly looked for from those who have already heard him sing; they take place Dec. 7th, January 4th, January 27th and February 10th.

The trustees of the Metropolitan Museum of Art have issued a prospectus of the technical schools which have been organized under their supervision. These schools will occupy the building erected for them in First Avenue, between Sixty-seventh and Sixty-eighth streets. The full course will last from Dec. 6th to May 1st; special courses will average about five weeks. No student under fourteen will be admitted to the technical classes, and applicants must have some previous knowledge of drawing; no student under fourteen will be admitted to the technical classes, and applicants must have some previous knowledge of drawing; no student under seventeen will be admitted to the practical classes. The object of these schools is to make thorough, efficient and capable mechanics in the two branches of carving and painting, and to supply a course of lessons both in modeling and drawing by day and night for the benefit of any who may not have had the advantages of artistic education. Trades will be taught by practical workmen selected on account of their proficiency in their various departments, and the artistic branches by teachers of eminence. It is proposed to furnish such facilities as have not been attainable in this country for a combined artistic and practical education in these branches.

PUBLISHERS' WINDOWS.—The display at the various book-sellers of the city shows distinctively that holiday time is here. Books are always acceptable, and decidedly so as

Christmas presents. In view of this the publishers place their most attractive volumes in their windows, which just now are in full gala costume.—E. P. Dutton, 713 Broadway, has several very elegant publications, and Miss Clarkson's "Indian Summer" leads off in excellence. It is the same in size as her two former flower books, which she illustrated—"Violet" and "Lilies." A row of Miss Havergal's works have pretty titles. Dickens and Scott are each honored with a bookcase. Kate Greenaway's "Birthday Book" is distributed between the quartets for children which are enjoyed more than ever when sent by Santa Claus.—W. C. Armstrong has ready "Shore and Ocean" by W. H. G. Kingston, the English writer whom all boys love. Hallam and Disraeli also adorn the window. A set of books for boys and girls comprise stories, science, enchantment, and travel. The "Wit and Wisdom of Sydney Smith" makes a bright (in cover and contents) volume. 714 Broadway.—At Scribner's, 743 Broadway, the large plate glasses reveal in handsome attire "Letters of Charles Dickens," a one-volume edition of Holland's poems, and another of Stoddard with daisies on the back. Schuyler's "Turkistan," the large and elegant "Life and Works of Gilbert Stuart," the new edition of Cook's "House Beautiful," "Myths of the Rhine," with illustrations by Dore for youth there is a companion volume to Sydney Lanier's "Boy's Froissart" of last year, in the "Boy's King Arthur" by the same author, and Jules Verne's "Explorations of the World." The opened volumes exhibit the beautiful lettering and presswork which always come from this house.—At 753 Broadway, Fowler & Wells, philological and educational publishers, are established in their new and commodious store. Here are more sober-looking books, which will please a certain class of people: "The Temperaments," "Education and Self Improvement," "Phrenology in School and Family," "Brain and Mind," "How to grow Handsome," Sizer's "How to Teach," and Amelie Pettit's "How to Read."—Dodd & Mead we doubly congratulate on their removal to 753 Broadway, thus having the advantages of corner windows and their extra light, tasteful edition in a peculiar shade of blue of George Eliot's writings is perfectly suited to a lady's boudoir. In brilliant colors Keat's "Eve of St. Agnes" is bound; its large size and many illustrations adapt it to a prominent place on some parlor table. For readers of history there are Hildreth, Green, Motley, Hume and Gibbon in boxes.—On the other side of Broadway, No. 772, R. Worthington has occupied since September. This firm deals mostly in standard works, and now have for sale in various bindings Irving, Moliere, Scott, Thackeray, Macaulay, Hume, Fielding, Lever, Brougham and Chamber.—James Miller's window (779 Broadway) is filled with a number of articles which bear any relation to books or their writers: cards, pictures, paper weights, stationery, etc. Besides these, there are an assortment of children's books and library editions of Strickland, Lytton, Shakespeare, Scott, Hood, Browning, Cooper, Lamb, Dickens and Hawthorne.—The Methodist Book Concern, or, as it is better known here, Phillips & Hunt, draws attention to "Far clad Adventures," and "Personal Reminiscences of India," by Rev. William Butler, for gift-books. (805 Broadway.)—Around in Astor Place, No. 21, Houghton, Mifflin & Co. exhibit the latest publications which come from their splendid press at Cambridge. This firm make exquisite gift books by taking some standard poem and illustrating it. The "Hanging of the Crane," "Skeleton in Armor" and other poems are treated in this manner. Mrs. Stowe's stories are put up in boxes. The "Bodley Books" are waiting for fathers and mothers who are in search of some delightful Christmas present. Very pretty and dainty little volumes are "Fawcett's "Hopeless Case," Nora Perry's "Lover's Friend" (poems) and P. Deming's "Adirondack Stories."

TRAPS FOR THE UNWARY.—Many people are swindled by means of cunningly worded advertisements. This subject is taken up by a book published by C. F. Monsee, 81 North Portland Av., Brooklyn, N. Y. It will explain many of the swindlers that are perpetrated. It tells in a graphic manner the *modus operandi* of those who seek to get money without earning it. The title of the book is, "Traps for the Unwary" and it is destined to be very popular. Its price is 25 cents and the publishers guarantees it will suit or money refunded. Address as above.

HORSFORD'S ACID PHOSPHATE should be taken when suffering with headache.

FOR THE SCHOLARS.

A Lovely Game.

By H. E. R.

There is a certain game which the writer has spent many evenings playing. It is one of the liveliest ever invented if properly carried on. Old and young enjoy it. The dullest scholar has to brighten up his wits and the smartest scholar is tested in this game. And withal it is instructive. Good! now let me tell you how to begin. Two persons are enough, but ten are better. Suppose there are ten boys and girls, ready to begin. They divide into two parties, sitting or standing, and opposite each other. One side we will call Black and the other White. A Black person gives a geographical name beginning with A. Then a White gives another A, then a Black and so on, from one side to the other, until all geographical names beginning with this letter are exhausted. The side that gives the last name counts one, and the opposite side commences with the letter B and then C is taken up and so on through the alphabet. If two persons on the same side speak at once, the other side can use one of the words. An umpire must count twenty slowly, while a side is thinking of a word and at twenty the time is up. These are all the rules to be observed.

This is a first rate game for recess time if the day is rainy; the more playing, the livelier it is. Try it.

Health. No. III.

TAKING COLD

The climate of America is very changeable and every one is liable to take cold, as it is called. This means that the external surface of the body becomes chilled, that it will not act properly. On the surface of the body a vast number of small tubes terminate; through them a great deal of moisture and waste matter escapes. A chill of the surface shuts up the mouths of these little sewers, and so all of this moisture and waste matter is kept in the body, or it accumulates on the lungs, bowels, kidneys, or throat. Here it causes irritation. It more commonly collects on the lining membrane of the lungs, throat, or nose; and this causes catarrh as it is called.* Now, the first thing to do, is of course, to try and not get chilled. If this happens, you must get the skin into its right state again as soon as you can. By taking a warm bath in the evening, rubbing the skin well and getting quickly into bed and covering up warm, you generally restore the equilibrium, as it is called. But you must be careful the next day as you are more susceptible to taking cold for a day or two. Another remedy is to drink some hot lemonade at the time you go to bed, and to cover up warm.

Many persons by neglecting a cold have a profuse running of the nose during the winter. This should be cured, and it can only be done by getting the skin into an active state. Bathing is absolutely necessary to health. A basin of hot water, a good sponge, or wash cloth and a towel and a warm room and all that is needed. Wash and rub well with a towel and get into bed. This persisted in for a few days will bring the skin into a healthy condition. See how the farmer curries and brushes his horses! He says a good currying is equal to a peck of oats.

The Election.

Every four years in this country a President and Vice President are elected. It occasions much debate, a good deal of disturbance is created, and it costs a great deal of money. Yet on the whole, it educates the people. Each party is obliged to have a platform of principles and the one who can do this the best is eventually to control the election, because the people are becoming very intelligent. In the election just closed, James A. Garfield of Ohio, was elected President, and Chester A. Arthur, Vice President; that is the Republicans got 219 electors out of the 368, and 185 is a majority. Each of the states choose as many electors as it has members in the House of Representatives and in the Senate. In the

House of Representatives the Republicans will have a small majority, and in the Senate there are an equal number of Democrats and Republicans. If in any measure there is a tie, that is an equal number on each side, the presiding officer who is Vice President is entitled to vote. This is called the casting vote. Mr. Arthur being a Republican, it may be said that the Republicans have control of both the Senate and House of Representatives. This is the Legislative Department of the government.

The boys of the country will soon be men. They have attended many of the meetings during this fall, and have been making up their minds which side to join. Just how to manage the affairs of the nation is a great question. To understand this perfectly is the business of statesmen. To put good intelligent and patriotic and true men into office is the duty of the voters.

Let us watch the new administration which begins next March, and see if it adopts such measures as will advance the welfare of the country.

THE ORANG-OUTANG.

Dr. Abel Clark, while residing in the island of Java, caught a fine young orang-outang, which he kept under a tamarind tree near his dwelling. He says: "When I was about to sail for England, I had it taken on board ship. He was secured by an iron chain to a ring-bolt; but he unfastened it and ran away, when finding the trailing chain an incumbrance, he threw it over his shoulder. As he released himself in this manner several times, I decided to allow him to go at large. He became very familiar with the sailors, played with them and knew how to escape when pursued, by darting into inaccessible parts of the rigging.

This animal was a great glutton. He would sometimes chase a person along the vessel to obtain a dainty, and if his desire was not satisfied he would break out into a violent rage. Sometimes I tied an orange to the end of a string, and lowered it to the deck from the masthead. Every time the orang tried to seize it, I sharply pulled it up out of his reach. After having been several times deceived in his attempts, he changed his tactics. Assuming an air of indifference, he ascended the rigging, and, making a sudden spring, seized the cord that suspended the coveted prize. If it happened that he was again deceived in this maneuver through the rapidity of my movements, he showed symptoms of despair, retiring into a corner, and giving way to grief.

Since our arrival in Great Britain he acquired two habits which he certainly never practiced on board ship. One of these is walking erect; the second is to kiss his keeper.

A gravity mingled with gentleness and approaching to melancholy is the dominant expression in his physiognomy. He practices forgiveness of injuries, and most frequently contents himself with avoiding those persons whom he thinks disposed to do him harm. But he strongly attaches himself to people who show him any affection, loving to sit close beside them, and take their hands between his lips. Willingly eats all kinds of meat, especially raw flesh, and though very fond of bread, always prefers fruit when procurable. In Java his ordinary beverage was water, but on board ship his drink was as varied as his food. One day he showed a taste for strong liquors by stealing a bottle of brandy belonging to the captain. Since his arrival in London, though he drinks wine, he prefers beer and milk to all other fluids."

When fame is regarded as the end, and merit as only the means, men are apt to dispense with the latter, if the former can be had without it.—WIGLESWORTH.

You find yourself refreshed by the presence of cheerful people. Why not make earnest effort to confer that pleasure of others? You will find half the battle is gained if you never allow yourself to say anything gloomy.—Mrs. Child.

BOOK DEPARTMENT.

NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

CONSPICUOUS OF THE HISTORY OF POLITICAL PARTIES AND THE FEDERAL GOVERNMENT. By Walter R. Houghton, A.M. New York: Granger, Davis & Wiltie.

This work presents, in a space of five feet by four feet, a complete political and governmental history of our country, from the year 1607 to the present time. The following subject divisions are employed:

1. An Executive, Judicial, and Legislative History of the United States.
2. Political and Governmental History.
3. An Epitome of the Political History.
4. Presidential Elections and Congressional Data.
5. History and Status of Political Parties.
6. Governmental and Political Statistics.

The eye takes in at a glance the contemporaneous political facts and events of the country, and the mind is compelled to imbibes and retain the facts which are given both to the eye and the thought.

Professor Houghton has succeeded in compressing into a very limited space all the important facts pertaining to the history of the political parties of our Republic. It is an epitomized work of reference, valuable alike to the author, the politician, the professional man, the writer, the man of science, the teacher, the scholar, the merchant, the mechanic, the farmer. It is exhaustive in its detail, concise in its statements, refreshing and elegant in its style, and systematic in its arrangement. Of its intrinsic excellence a careful perusal will remove all doubt. The author has shown a depth of historic knowledge rarely found, and laid before the reader a series of systematized facts made available by a few hours' reading, that would have required months and even years of laborious research. It is a work that should be, not on the shelves, but in the hands of every American citizen. All Americans are, by constitutional right, politicians; they ought to be intelligent politicians, but it is a lamentable fact that nine tenths of the voting population are deplorably ignorant of the principles which govern the national policy. This work brings within their reach the means of becoming politically wise, while the simplicity and excellence of its style renders it exceedingly attractive. We have been deeply gratified by an examination of this work and commend it to teachers everywhere.

SHAKESPEARE'S MIDSUMMER NIGHT'S DREAM. With introduction, and notes explanatory and critical, by the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University. Boston: Ginn & Heath.

The admirable introduction to this, the sixth of Shakespeare's plays prepared by Mr. Hudson, we wish every teacher could read. It tells the best methods of teaching "English in Schools." We have heartily approved of this series. Shakespeare should be more used in the schools, and this is annotated and carefully revised edition, which Mr. Hudson is giving to the public through Messrs. Ginn & Heath's press is just the thing for a close study of the English Poet.

THE LIFE AND WORKS OF CHARLES H. SPURGEON. By Rev. William H. Yarow. With an introduction by John S. Holman, D.D. New York: I. K. Funk & Co. Price twenty cents. (The Standard Series octavo.)

This Standard Series in octavo form is all liable to be even more popular than the larger size; but the same book will not appear in both forms. The friends of Mr.

Spurgeon, there are a great number in this country, will welcome this reprint of the English edition.

BUTLER'S SELECTION. No. 4. (Ten times-ten Series.) Edited by J. P. McCashey, Philadelphia: J. H. Butler & Co. Price in paper, thirty-five cents, in cloth seventy-five.

A variety of matter arranged for readings and recitations are comprised in this volume, all admirably selected. Declamations for boys, character sketches, humor, sentiment and pathos form the greater part of the 100 pieces from which the Series is named.

NATIONAL TEMPERANCE ALMANAC and Temperance Year Book for 1881. New York: National Temperance Society.

This is the 13th year of publication of this calendar and it contains the Astronomical Calculations, Statistics of Intemperance, Lists of Grand Bodies, National and State Societies, with the Post-Office address of chief officers, a full Dictionary of all Temperance Organizations of New York and Brooklyn. Temperance Papers, Puzzles, Shadow Pictures, Publications, Anecdotes, Stories, Illustrations, etc.

MAGAZINES.

A very beautiful close to the old year is the December *Harper's* with its six pages of "Christmas Carillons," ushering in the other good things by writers and artists. One of the loveliest features is Mr. Abbey's idea of treating Herriek's, "To Be Merry," in a quaint, full-page illustration. A lengthy paper on English scenery and people, and another describing the city of Pittsburg, are both excellently and profusely illustrated. James T. Fields, who is so clever in working a bit of humor into rhyme, has this time "The Lucky Horse-shoe."

If we were asked what one thing in the December *Scribner's* most pleased us, we would reply "An American Girl," although it is a short poem, or ballad, by Arthur Penn, and a half-page illustration by Durand. The rest of the contents is such an improvement upon the last few months, that we suspect Dr. Holland has got in harness again. Artist and art readers we refer to the fourth part of the series upon "Millet, Ponsant and Painter," and "Glimpses of Parisian Art." Mr. J. Brander Mathews, who is making a name as dramatic critic, writes of "Sheridan's Rivals." Two tender verses are entitled "Shakespeare."

A pretty story from a German periodical, opens the November *Appleton's*. A paper on Alexandre Dumas, the elder, gives additional value to the number. "Paris Two Years Before the Revolution," is from *Figaro* and of interest to American as well as French readers. "Memory," by A. J. Faust, is on a topic that is always worth reading and writing about. Thetis's of the other articles are "The Roof of the World," "The Dog's Universe," "An Unappreciated Poet," "Anecdotes of Rural Life," and "The Literature of the Victorian Age."

Wide Awake for this month is charming in every way. For older children (and grown people, too,) the closing paper on "Our American Artists," by S. G. W. Benjamin, will give pleasure. A paper on "Boston Day Nurseries," is filled with pictures of the children playing and eating. An account of one of the monkeys at the Zoological Gardens will please the boys. Further attractions are in store for readers of 1881, in the shape of pictures and stories.

The *Western* of St. Louis is a bi-monthly which contains in every number praiseworthy articles. For November and December there are the following. "Civil

"A BIRD'S-EYE VIEW OF HISTORY."

"History Taught by an Appeal to the Eye. We Know What We SEE."

AN INVALUABLE WORK FOR TEACHERS AND THE SCHOOL-ROOM.
The Political History of Our Country in Chart-Form, Four Feet by Five.HOUGHTON'S CONSPECTUS OF THE HISTORY OF THE POLITICAL PARTIES
AND OF THE
Federal Government.

STRICTLY NON-PARTISAN.

This work is a *multum in parvo* for the general reader, for pupils studying history, for teachers, professional men, etc. It is the only work of the kind ever published. The author, by years of research, has reduced a multitude of facts to a compass easily and quickly grasped.

This work has received the unqualified endorsements from the most EMINENT MEN of our land—distinguished Educators—the literati, statesmen and statisticians! It presents at a glance a complete and specific political and governmental history of our country, and hence

IT IS WANTED BY EVERY TEACHER.

IT IS WANTED BY EVERY VOTER.

IT IS NECESSARY TO EVERY POLITICAL SPEAKER.

IT IS NECESSARY TO EVERY EDITOR OR POLITICAL WRITER.

IT IS WANTED BY EVERY FARMER.

IT IS WANTED BY EVERY POLITICIAN.

IT IS WANTED BY EVERY MECHANIC.

IT IS WANTED BY EVERY CONGRESSMAN.

IT IS WANTED BY EVERY ARTISAN.

IT IS WANTED BY EVERY LEGISLATOR.

IT IS WANTED BY EVERY LAWYER.

IT IS WANTED BY EVERY BUSINESS MAN—EVERY MINISTER!

IT SHOULD BE IN EVERY LIBRARY.

IT PRESENTS FACTS, FIGURES, AND EVENTS IN A NUTSHELL.

IT IS INDISPENSABLE, BECAUSE IT IS USEFUL.

IT IS HISTORICAL, DESCRIPTIVE, AND BIOGRAPHICAL.

IT IS BEAUTIFUL AND ORNAMENTAL.

We want Agents of intelligence and probity for this great, this wonderful work. It is no common one, but a publication of extraordinary merit, and one that requires persons of culture and refinement—such as are found in the teachers' ranks. We want an Agent of this character in every county of the United States.

TESTIMONIALS.

(From BENSON J. LOSSING, Historian, and author of "Losting's Field Book of the Revolution," etc.)

The Ridge, Dover Plains, P. O., Dutchess Co. N. Y.
Gentlemen: I have examined with care and great satisfaction, Professor Houghton's "Conspectus of the History of Political Parties and the Federal Government," with the special intention of testing the accuracy of its statements. I have not discovered a single error in this regard, either in the letter-press or in the diagrams, maps and charts. These convey, in a lucid and intelligible manner, to the comprehension of the most ordinary mind, a vast amount of information useful to every American concerning the history of our national life.

I cannot conceive a more ingenious contrivance than this Conspectus for giving, in a brief space such a picture in clearest outline and admirable proportions of the political, civil and financial history of the Republic from the close of the old war of Independence to the election of General Garfield to the Presidency. Like a concave mirror, it reflects to a single focus an epitome of the essential elements of our national history, showing clearly, at a glance the progress of the nation from its infancy to its present period of maturity.

This work cannot fail to commend itself to every intelligent mind, as a valuable manual essential for the use of all persons desiring to qualify themselves by necessary information, in an easy manner, for the duties and privileges of American citizenship.

The Ridge, Dec. 1890. BENSON J. LOSSING.

(From DR. JOHN DUNLAP, the well-known scholarly Teacher, Lecturer, and Educational Writer.)

COL. GRANGER & Co., Gentlemen—I am greatly delighted with Professor Houghton's "Conspectus." He has succeeded in giving, in the shortest possible space, a vivid picture of the political parties of the United States from the origin of the government to the present time. The Civil and Financial History are equally clear and concise, and the statistical information is most valuable. Nothing has before been published that will compare with it, presenting as it does, at a glance, the principles and sentiments that have been active in forming and controlling our national policy. It is a work invaluable to all classes of citizens. It needs but to be seen to be appreciated.

JOHN DUNLAP.

(From HON. HAMILTON FISH, Jr.)

New York, Nov. 16th, 1890.
Prof. Houghton's Conspectus of the History of Political Parties and the Federal Government, I find a most useful and instructive book. In fact, a work which has long been needed, and one which every one interested in political affairs would do well to supply himself with.

HAMILTON FISH, Jr.

(From DR. L. I. HAYES, Historian, Author of the "Open Door," and Member of Assembly of the State of New York.)

754 Broadway, New York, Nov. 26, 1890.
Messrs. GRANGER, DAVIS & WILTSIE, Dear Sirs:—Permit me to assure you of the great pleasure with

which I have read and examined your "Conspectus of the History of Political Parties and the Federal Government." The maps are particularly instructive and show great labor and research. The statistical information is concise and most useful. The political platforms which you have so cleverly brought together, are, in themselves, alone, an epitome of the many shades of public sentiment which have from time to time since the foundation of our Government been active in the control of the national policy. Every citizen, and especially those who are actively concerned in public life, will find occasion to thank you for having so completely brought within easy reach so much valuable information. There is nothing within my knowledge that can compare with your book and charts in their peculiar style of excellence.

I think it will have, as it certainly deserves to have, great popularity with our thinking public. Such a work has long been needed, and you have given the desired information in such form that "he who runs may read," and read quickly. Your Chart hangs in my room, and has been a continual source of interest to myself and friends. With most hearty congratulations, and best wishes, Yours very truly,

L. I. HAYES.

(From HON. S. B. COX, M. C. New York City.)

New York, November 13, 1890.
My Dear Sir—The "Conspectus" with its colored maps and diagrams, has been heedfully and studiously

examined. I wish I had had time more thoroughly to digest the plan of Prof. Houghton; but in so far as I have examined it,—it seems most admirably adapted to the wants of the people curious and eager about the lines of empire, on which they have been traveling.

It is especially equipped for the compendious understanding of the great political facts and principles of our history as colonies and States.

The labor of collating and illustrating such a vast range of topics, pertaining to our history must have been enormous; but it is done in such a perspicuous and lucid style and with such aids to the eye in the maps, and to the mind in the text,—that it must be appreciated by the American public. Only one work is comparable with it—the "Statistical Atlas" by the government; and to say this is high eulogy of the "Conspectus." Yours truly,

S. B. COX.

(From HON. SAMUEL J. RANDALL, Speaker of the House of Representatives, United States Congress, Washington, D. C.)

I cordially concur in the testimonial (Mr. Randall refers to that of Hon. S. B. Cox, pub.) as to the utility of the volume of Professor Houghton. The statistics and facts, as well as the maps and diagrams, are indispensable to a ready understanding of the history of the parties of the country.

New York, Nov. 17, 1890. SAM. J. RANDALL.

Address GRANGER, DAVIS & WILTSIE, 19 Bond Street, New York.

Service Reform," two continued stories, three poem, the conclusion of a criticism of McCullough, and another on Bonaparte and "Ho'bin and his time."

Of most interest in the October *Good Company*, are descriptions of "The Interior Department," "A Day in the Ruins of Carthage," and an American lady's account of her experiences in housekeeping in Germany.G. I. Jones & Company of St. Louis, Mo., have begun to publish *The Spectator*, a new weekly journal, which is devoted to Literature, the Drama, Music, Art and Society. It is to occupy a field entirely apart from the daily papers, and is independent, gossip, fresh and entertaining. It is printed on toned paper with new type, and presents a most artistic and handsome appearance. In looks as well as contents it aims to be, a first class representative of refined and progressive journalism.

PAMPHLETS.

Circular on the Grading System for the country schools of Wisconsin; by W. C. Whitford, Madison, Wis.—School of Mines Quarterly, Volume 2, Columbia College, New York.—Illustrated Annual for 1881, Marlboro, Mass., Pratt Brothers. Price ten cents.—Course of Study for the common schools of Saline County, Nebraska.—Wonders of the Heavens, from the French, with twenty-two illustrations. New York; J. Fitzgerald & Co. Price 15 cents.—Manual of the Common School of Vigo Co., Ind.—Thirty-seventh annual report of the New York Association for improving the condition of the poor.—Prospectus of the technical schools of the Metropolitan Museum of Art of the City of New York.

NEW MUSIC.

A Toccata by L. G. Gobbaerts, will be found in the November number of the *Musical World*. Also a waltz for violin and piano, a galop for two persons, two songs and an instrumental piece.

Two of the songs which form a portion of the Jubilee Singers' repertoire are published by John Church & Co., Cincinnati; they are "My Lord's writing all the time," and "What kind of shoes are you going to wear." The correctness of the accompaniments are indorsed by the pianist of the singers. The same publishers send us also copies of the "Queen's Delight," waltzes, and "Ohio Grand March" Each of these cost thirty cents.

GENERAL NOTES.

A. S. BARNES & Co. publish as Atlas Series, No. 14, THE PRACTICAL WORK OF PAINTING, Art Essays, with portrait of Rubens after Flameng, and a chapter on Etching, By Philip Gilbert Hamerton, author of "The Intellectual Life" and editor of *The Portfolio*. 8vo. paper covers, illustrated; price, postpaid, 60 cents.

One Experience from Many.

"I had been sick and miserable so long, and had caused my husband so much trouble and expense, no one seemed to know what ailed me, that I was completely disheartened and discouraged. In this frame of mind I got a bottle of Hop Bitters and I used them unknown to my family. I soon began to improve and gained so fast that my husband and family thought it strange and unnatural, but when I told them what had helped me they said "Hurrah for Hop Bitters! long may they prosper, for they have made mother well and us happy."—The Mother.—Home Journal.

Eminent Physicians

are prescribing that tried and true remedy, Kidney-Wort for the worst cases of biliousness and constipation, as well as for kidney complaints. There is scarcely a person to be found that will not be greatly benefited by a thorough course of Kidney-Wort every spring. If you feel out of sorts, and don't know why, try a package of Kidney-Wort and you will feel like a new creature.—Indianapolis Sentinel.

Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.—HORACE MANN.

Seasonable Information.

Of the many remedies advertised in our columns for the cure of coughs, colds, or kindred complaints, we desire to call the attention of our readers particularly to Madame Porter's Cough Balsam. This is a remedy which has been long known and is very generally and extensively used, particularly in New York and in the New England States, where it is kept on hand as a household remedy, and where its virtues are highly and justly prized. It is particularly adapted to children, being very palatable and free from nauseous taste, and therefore readily taken by them, and is at the same time one of the most efficacious remedies in use. It has maintained its high standard of excellence for over forty years, despite the many remedies which in the meantime have been extensively advertised in the public prints. It is not claimed for it that it is a cure for consumption, although even in the worst cases of that disease we hear that it affords relief, when relief is all that can be expected.

—THE—

Scholar's Companion
For December.

This very interesting paper for scholars contains eight large pages and is filled with choice reading matter. It is used in very many schools as a supplementary reader with great success in interesting and brightening up the scholars. The December number contains among others the following original and selected reading matter.

Any teacher who fails to assist the progress of this paper in his school makes a mistake. Its mission is to improve.

A Christmas Day; Cadet Life at West Point; Manners; Adventure at the Stack; How a Kitchen Boy became a Chapel Master; The School Ship St. Marys; Playing Pioneer; A Visit to Mammoth Cave; Some Curious Things; Who was Junius; The Serious Society; The Election; Newspapers for Children; Health; Nutritious Food; Daniel Boone; The School Room; The Writing Club; The Letter Box; The Scholar's Library; Lessons on the Stars; Editor's Letter; Signs in New York City; The Orang-Outang.

Subscription Price, 50 cents a year.

10 to 25 copies, at 40 " "

25 copies and over, at 35 " "

Our NEW PREMIUM LIST is sent to every subscriber with this issue. Extra copies will be sent free when ordered. Please read carefully. Now is the time to secure subscribers and get some of our beautiful premiums. The list is the result of months of labor and we believe is entirely correct. Therefore do not throw it away, but keep it for future reference.

A BRAIN AND NERVE FOOD. VITALIZED PHOS-PHITES.

THIS DIFFERS FROM ALL OTHER TONICS AS IT IS

Composed of the Vital or Nerve-Giving Principles of the Ox Brain and Wheat Germ. Physicians have found it so necessary that they alone prescribed 300,000 packages. It restores lost energy in all weaknesses of mind or body; relieves debility or nervousness; gives vitality to the insufficient growth of children; strengthens the digestion; cures neuralgia and PREVENTS consumption. It restores to the brain and nerves the elements that have been carried off by disease, worry or overwork.

For Sale by Druggists. or by mail. \$1.00.

For the Scholar's Companion.

Sights in New York City. No. VII.

BY ONE OF OUR REPORTERS.

There are many bad people in this great city, and to keep watch of them a large army of policemen is employed. They are dressed in blue and each carries a club. In various parts of the city, station houses are situated and there the law-breaker is taken. The charge is entered on the books and if it be grave enough he is taken to the Police Court. Here they assemble and wait for the Judge. The list is handed to him and he begins "John Smith, you are charged with being drunk and creating a disturbance; what have you to say? Is it the first time you have been here?"

"It is. If you let me go I will not be seen here again."

"Very well."

Peter Jones is charged with the same, and his name being found on the books, he is sent over to the workhouse for a month. About a third are of this class—they do something wrong, because of whiskey. Among these are several women who are sorry to say. How degraded a woman looks who has been picked up in the streets!

"Henry Zeber, you are charged with stealing a watch; what have you to say?"

Here a woman comes forward and says he came into her store and looked at some articles, among them a watch, that he soon went away and after he was gone the watch was missing.

"Then he must be put under \$500 bail." That is, some one must promise under penalty of \$500, to see that he comes to the court to be tried for stealing. No one offering to be his bail he is put into jail. Strange as it may seem, the woman who made the charge against him has to give bail also, that she will come and be a witness against him.

Next is a man handcuffed to a stalwart officer. He was caught in a house where he was stealing; of him \$5,000 bail is demanded.

Next is a boy not twelve years old; he is charged with stealing from a stand in front of a store and is put under bail also. Poor boy. No one offers to bail him and so he goes to jail.

Next week when he is tried, if found guilty, he will be sent to the Reform School, where he will stay a year. A trade will be taught him; he will have lessons to learn and be trained in habits of obedience and uprightness.

Feeble Ladies.

Those languid, tiresome sensations, causing you to feel scarcely able to be on your feet; that constant drain that is taken from your system all its elasticity; driving the bloom from your cheeks; that continual strain upon your vital forces, rendering you irritable and fretful, can easily be removed by the use of that marvelous remedy, Hop Bitters. Irregularities and obstructions of your system are relieved at once, while the special cause of periodical pain is permanently removed. Will you heed this?—Cincinnati Saturday Night.

Goldilocks.

Mrs. A. Elmore, the popular song writer, has just published a beautiful song called "Goldilocks." The words are very beautiful, for Mrs. Elmore writes charming poetry. The description of "Grandpa's Darling," will answer for thousands of homes where the children are playing. No one can read it without wishing every such child a happy future—bright skies and loving arms. The music accompanies the words in very good taste, and will please all classes of hearers. The price is 40 cents, but orders addressed to us will be filled at 20 cents, postpaid, to all subscribers of our papers.

MADAM ZADOC PORTER'S CURATIVE COUGH BALSAM.



Favorably known and Largely Used in New York City and Vicinity for over Forty Years.

25, 50 & 75c. a Bottle

ONE OF THE BEST, CHEAPEST AND MOST EFFECTUAL OF REMEDIES.

Warranted, if used according to directions, to cure or relieve Coughs, Colds, Croup, Whooping Cough, Asthma, and all Affections of the Throat and Lungs.

A Purely Vegetable Expectorant; not a violent remedy; and very agreeable to the taste.

If you have a cold, if ever so slight, do not fail to give the Balsam a trial. The timely use of a 25c. bottle will often prove it to be worth a hundred times its cost. The 75c. bottle contains four times as much as the 25c. bottle.

KIDNEY-WORT.

PERMANENTLY CURES KIDNEY DISEASES, LIVER COMPLAINTS, Constipation and Piles.

DR. R. H. CLARK, South Hero, Vt., says, "In cases of KIDNEY TROUBLES it has acted like a charm. It has cured many very bad cases of PILES, and has never failed to act efficiently."

NELSON FAIRCHILD, of St. Albans, Vt., says, "It is of priceless value. After sixteen years of great suffering from Piles and Constipation it completely cured me."

C. S. HOGABON, of Berkshire, says, "One package has done wonders for me in completely curing a severe Liver and Kidney Complaint."

IT HAS WONDERFUL POWER. WHY?

BECAUSE IT ACTS ON THE LIVER, THE BOWELS AND KIDNEYS AT THE SAME TIME.

Because it cleanses the system of the poisonous humors that develop in Kidney and Urinary diseases, Biliousness, Jaundice, Constipation, Piles, or in Rheumatism, Neuralgia and Female Disorders.

KIDNEY-WORT is a dry vegetable compound and can be sent by mail prepaid.

One package will make six days of medicine.

TRY IT NOW!

Buy it at the Druggists. Price, \$1.00.

WELLS, RICHARDSON & CO., Prop'rs, Burlington, Vt.

3

Liquid KIDNEY-WORT

In response to the urgent requests of great numbers of people who prefer to purchase a Kidney-Wort already prepared, the proprietors of this celebrated remedy now prepare it in liquid form as well as dry. It is very concentrated, is put up in large bottles, and is equally efficient as that put up dry in tin cans. It saves the necessity of preparing, is always ready, and is more easily taken by most people. Price, \$1 per bottle.

LIQUID AND DRY SOLD BY DRUGGISTS.

WELLS, RICHARDSON & CO., Prop'rs, Burlington, Vt.

A

BUCKEYE BELL FOUNDRY

Bells of Pure Copper and Tin for Churches, Schools, Fire Alarms, Farms, etc. FULLY WARRANTED. Catalogue sent Free.

VANDUZEN & TIFT, Cincinnati, O.

A. S. CLARK,

145 Nassau St. or 37 Park Row, N. Y. City.

SECOND-HAND SCHOOL BOOKS!

Bought, Sold, and Exchanged.

BACK NUMBERS OF MAGAZINES AND REVIEWS.

CATALOGUES UPON APPLICATION.

BUCKEYE BELL FOUNDRY

Bells of Pure Copper and Tin for Churches, Schools, Fire Alarms, Farms, etc. FULLY WARRANTED. Catalogue sent Free.

VANDUZEN & TIFT, Cincinnati, O.

The Best Paper. Try It.

BEAUTIFULLY ILLUSTRATED.

36th YEAR.

The Scientific American.

THE SCIENTIFIC AMERICAN is a large First-Class Weekly Newspaper of Sixteen Pages, printed in the most beautiful style, profusely illustrated with apt and interesting representations of the newest inventions and the most recent Advances in the Arts and Sciences, including New and Interesting Facts in Agriculture, Horticulture, the Home, Health, Medical Progress, Social Science, Natural History, Geology, Astronomy. The most valuable practical papers, by eminent writers in all departments of Science, will be found in the SCIENTIFIC AMERICAN.

Terms, \$3.50 per year, \$1.00 half year, which includes postage. Discount to Agents. Single copies, ten cents. Sold by all Newsdealers. Remit by postal order to MUNN & CO., Publishers, 37 Park Row, New York.

PATENTS. In connection with the Scientific American, the American, Western, Munn & Co. are Solicitors of American and Foreign Patents, have had 35 years experience, and now have the largest establishment in the world. Patents are obtained on the best terms. A special notice is made in the Scientific American of all inventions patented through this Agency, with the name and residence of the Patentee. By the immense circulation thus given, public attention is directed to the merits of the new patent, and sales or introduction often easily effected.

Any person who has made a new discovery or invention, can ascertain, free of charge, whether a patent can probably be obtained, by writing to MUNN & Co. We also send free our Hand Book about the Patent Laws, Patents, Caveats, Trade-Marks, their costs, and how procured, with hints for procuring advances on inventions. Address for the Paper, or concerning Patents.

MUNN & CO., 37 Park Row, New York.

Branch Office, cor. F & 7th Sts., Washington, D. C.

Illustrated Christian Weekly.

SUITABLE FOR ALL CLASSES.

Its varied, instructive, interesting articles, handsome illustrations and high literary character make it just the paper to be

HOME AND FAMILY.

The Sunday school teacher will find in its columns the best of help in teaching the International Sunday School Lessons.

It is evangelical but not sectarian in character, and is not published in the interest of any individual.

Subscribe for it and induce others to do the same. Yearly subscription price, postage included is only \$1.50. Address

Illustrated Christian Weekly, 150 Nassau Street, New York.



CASH PAID

Old Newspapers, Books, Pamphlets, Rags, Rope & Bagging, Copper, Brass, Lead, Zinc, Pewter, Type Metal, Electrotypes, Plates, Stereotype Plates, Tin Foil, Tea Lead, and Old Metal of every description.

Orders by Mail punctually attended to. Will send to any part of the City or suburbs.

STOCKWELL.

25 Ann Street, N. Y.

PAPERS FOR SCHOOL USE.

GET THE BEST.

The "Acme" School Paper stands at the head. It is the most popular paper. Its soft, mild tints do not damage the eye like white paper, and for firmness it cannot be equalled.

ASTONISHING OFFER!

I will send out a package containing a fine pad, note size, 100 sheets, and a beautiful School Exercise Book 100 pages for only 10 cents, postpaid.

Address, WM. F. KELLOGG,

Trade supplied, 31 Park Place, N. Y.

USE THE BEST.

HARRISON'S CELEBRATED

WRITING INKS.

Samples Sent On Application.

Address, HARRISON MFG CO.,

512 Broadway, New York.

Special Rates Ink in Bulk, for Schools and Colleges

SCHOOL DIRECTORY.

KINDERGARTEN NORMAL INSTITUTE AND National Kindergarten, Washington, D. C. The sixth year of the Kindergarten Normal Class for the training of teachers begins Oct. 1st. (Positions secured for those who are qualified.) Teachers receive four lectures per week on the use and philosophy of the twenty gifts and occupations of Froebel's kindergarten system; the art of story-telling and the educational value of play, together with object lessons and daily practice in the kindergarten. Mothers receive lectures on "The Kindergarten in the Nursery," Wednesday afternoons. Terms: full course of eight months, \$10. Wednesday a ten-hour lecture (twenty) to mothers, \$1. Requirements are: love of children, good common English education, refined manners, desire to improve, and good health. Mrs. Louise Pollock, 309 Eighth Street, N. W., or Miss Marie Pollock, 127 Thirteenth Street N. W., Principals.

NEW YORK CONSERVATORY OF MUSIC, NO. 5 East Fourteenth Street, 2d door east of Fifth Avenue. This music school offers extraordinary advantages to its pupils. It has been in successful operation for over fifteen years. Its Professors number over forty of the ablest American and European teachers, so that its pupils can avail themselves of the most skillful instruction at a very reasonable price. The Conservatory is open in the evening as well as during the day, so that those employed during the day may pursue a course of music under the best masters. Teachers receive special care in a Normal Class. Pupils may begin at any time.

The Editor of the JOURNAL permits reference to him, having frequently inspected the methods at the Conservatory.

S. M. GRISWOLD, Director.

OHIO CENTRAL NORMAL, and Kindergarten Training School. Reorganized with full faculty. Three full courses, one, two and three years respectively. Incorporated under a state Board of Trustees. This is the only Normal School in the State, having a distinct Professional Course of Study and Practice, combined with the most thorough academic instruction. Tuition and boarding at the lowest rates. Address JOHN OGDEN, Prin., Worthington, Franklin Co., O.

PACKARD'S BUSINESS COLLEGE, Methodist Building, 335 Broadway, New York. This is a professional school for business training, and is under the personal supervision of the founder and proprietor, Mr. B. S. Packard, who for the past 20 years has been associated with Bryant and Stratton, and is the author of the Book keeping series which bears his name. The College was founded in 1865, and has made steady progress in utility and public favor, and now ranks at the head of this class of schools. The location is unsurpassed; the rooms spacious and elegant; the course of study most thorough and efficient. The rates of tuition have recently been reduced, and pupils can enter at any time. Tuition per term of 12 weeks, \$5.00. Call or send for circular containing full particulars. B. S. PACKARD, Principal.

PAINE'S BUSINESS COLLEGE, 92 Bowery, cor Canal; "L" Station (Estab. 1849). Paine's unique College, 1313 Broadway, 34th St., open 9 A.M. till 10 P.M. Young Men, Ladies, and Boys taught Bookkeeping, rudimentary and higher Mathematics, Correspondence, and all English Branches; Writing lessons \$1 monthly. Arithmetic and Writing \$10 quarterly. Foreigners and backward persons rapidly advanced in private rooms.

If you are a man of business, weakened by the strains of your duties avoid stimulants and use Hop Bitters.

If you are young and dissipated or dispirited or single, old or poor health or languish the most sure remedy is Hop Bitters.

Whoever you are, whenever you feel that your system needs cleansing, toning or stimulating, without intoxicating, take Hop Bitters.

Have you dyspepsia, kidney or urinary complaint, disease of the stomach, bowels, blood, liver or nerves? You will be cured if you use Hop Bitters.

If you are simply weak and low spirited, try it! It may save your life. It has saved hundreds.

If you are a man of letters, tell your friends of the great benefit to be derived from Hop Bitters.

Thousands die annually from some form of kidney disease, which might have been prevented by a timely use of Hop Bitters.

D. I. C. is an absolute and irrefragable cure for drunkenness, use of opium, tobacco, or narcotics.

Sold by druggists, send for Circular.

HOP BITTERS
MFG CO.,
Rochester, N. Y.
& Toronto, Ont.

DENTAL ROOMS

—OF—

DR. W. J. STEWART,

23d STREET, AND 9th AVE.

RELIABLE WORK.

MODERATE CHARGES.

Plastic fillings for broken down and sensitive teeth a specialty.

THE BEST TRUSS EVER USED.

The Genuine ELASTIC TRUSS is worn with perfect comfort, night and day, retaining rupture under the hardest exercise or severe strain. Sold at GREATLY REDUCED PRICES, and sent by mail to all parts of the country. Send for full descriptive circular to N. Y. ELASTIC TRUSS CO. 303 Broadway N. Y.

PUBLISHERS.

TAINTOR BROS., MERRILL & CO.,
738 Broadway, New York.

No Teacher of Elementary Arithmetic
CAN AFFORD TO BE WITHOUT

TEACHERS' MANUAL

ELEMENTARY ARITHMETIC.

BY MALCOLM MACVICAR, LL.D.,
Principal of State Normal School, Potsdam, N. Y.
Full of practical, helpful instruction and suggestions as to the best methods of teaching this most important branch of education. Pages 228. Sent to teachers by mail post paid on receipt of 60 cts.

**CLAXTON, REMSEN & HAFEL-
FINGER,** PUBLISHERS, PHILA., PA.

Prof. LABBERTON'S HISTORICAL SERIES

Outlines of History.—Outlines of History; with Original Tables, Chronological, Genealogical and Literary, 1 vol., 288 pages, oblong 4to, cloth, \$2.00.

Historical Questions, Logically Arranged and Divided.
The companion-book to Outlines of History. 1 vol. oblong quarto, cloth, \$1.75.

Historical Atlas.
Containing a chronological series of 100 Colored Maps illustrating successive periods, from the dawn of History to the Present Day. 1 vol. oblong quarto cloth, \$2.50.

Historical Chart, or, history Taught by the Eye, Showing at a glance the Rise, Development and Fall of all the important Nations from the earliest times until the present day. This Chart is published in four distinct forms.

For terms and other information, address the publishers.

COWPERTHWAIT & Co

628 and 630 Chestnut St., PHILADELPHIA.

PUBLISHERS OF

MONROE'S Readers & Spellers.

MONROE'S Reading Charts.

MONROE'S Vocal Gymnastics.

VAREN'S New Geographies.

IRENE'S New Grammars.

HAGAR'S Mathematics.

BERARD'S New U. S. History.

GOODRICH'S Child's History.

ROYSE'S American Literature.

APPLETON'S Young Chemist.

15 Bromfield St.
BOSTON.

142 Grand St.
NEW YORK.

25 Washington St.
CHICAGO.

Maury's Geographies

WALL MAPS.

An Original and Select Series, Charming in Style, Rich in Material, and Happily Adapted to Schools of all Grades.

The most satisfactory results have every where followed their use, eliciting innumerable and most gratifying testimonials.

Specimens mailed for.—First Lessons, 36 cents; World We Live In, 75 cents; Manual, \$1.20; Physical, \$1.50; Set of Maps (not mailed) \$10.

Full information about Introduction or supply given by
UNIVERSITY PUB. CO.,
19 Murray Street, N. Y.

JONES BROTHERS & CO.,

PUBLISHERS OF THE INDUCTIVE EDUCATIONAL SERIES.

Ridpath's Inductive Grammar.

Ridpath's Grammar, School Hist. of the U. S.

Ridpath's Academic Hist. of the U. S.

Milne's Inductive Arithmetics.

Milne's Elements of Algebra.

Forbiger's Patent Drawing Tablets.

Smith's Practical Music Reader.

First Lessons in Philology.

CINCINNATI. PHILADELPHIA. CHICAGO.

FOURTH EDITION.

The Mason Problems in Arithmetic

CONSISTING OF

1000 Problems on

1000 Slips of Card Board.

Those of the same kind are of the same color and the following colors are used:—Blue, Pink, Yellow, White, Red, Purple, Orange, Green, Tea, Buff.

Used in 27 Different States.

Universally Recommended.

Their increasing sale attests their merits.

A key of answers accompanies each set.

Price per set of 1000 different problems on heavy card-board in ten colors with full key of answers, all post-paid, one dollar. You will like them.

Address A. C. MASON, Jacksonville, Ill.

A SCIENTIFIC NOVELTY.

THE STUDENTS' PORTABLE

Electrical Machine and Apparatus,

ACCOMPANIED BY

"CURT W. MEYER'S ELEMENTARY BOOK IN ELECTRICITY."

A most charming, ready, and effective means of developing this great force, Electricity; affording endless amusement to young and old alike; being an elegant addition to evening entertainments. Price, for complete set: machine, 6 pieces of apparatus, and Guide Book, \$15. Book 25 cts. Address **CURT W. MEYER,** 182 Broadway, New York.

COMPLETE SERIES OF THE

WORCESTER'S DICTIONARIES.

QUARTO DICTIONARY. Profusely Illustrated. Library sheep, \$6.00.

UNIVERSAL and CRITICAL DICTIONARY. 8vo. Library sheep, \$4.25.

ACADEMIC DICTIONARY. Illustrated. Crown 8vo. Half-roan, \$1.50.

COMPREHENSIVE DICTIONARY. Illustrated. 12mo. Half-roan, \$1.25.

SCHOOL (ELEMENTARY) DICTIONARY. Illustrated. 12mo. Half-roan, \$1.00.

PRIMARY DICTIONARY. Illustrated. 16mo. Half-roan, 60 cents.

POCKET DICTIONARY. Illustrated. 24mo. Cloth, 60 cts.; roan, flexible, 75 cts.; roan, trucks, gilt edges, \$1.00.

Many special aids to students, in addition to a very full pronunciation and defining vocabulary, make Worcester's, in the opinion of our most distinguished educators, the most complete, as well as by far the cheapest Dictionaries of our language.

J. B. LIPPINCOTT & CO., Publishers,
715 & 717 Market-st., Philadelphia

SUPPLEMENTARY
READING

—FOR—

PRIMARY SCHOOLS,

—BY—

Col. F. W. Parker, AND L. H. Marvell,
Supervisor of Public Schools, Boston. Supt. of Schools, Gloucester, Mass.

These lessons were prepared by practical teachers, and they were successfully used in the school-room before publication. They are not designed to supplant other Readers, but to be used in connection with any series to give an increased variety of attractive reading for the little folks.

First & Second Books Now Ready.

Samples by mail, 20 cents.

R. S. DAVIS & Co., Publishers, Boston.

ORLANDO LEACH, 19 Bond Street, N. Y.

"Indispensable to the Library, Clergyman, Lawyer, Physician, Editor, Traveller, Student, and all of any calling in life who desire knowledge."

Encyclopædia

Britannica

AMERICAN REPRINT,
NINTH EDITION.

This great work is beyond comparison superior in its elaborate and exhaustive character to all similar works. The contributors are the most distinguished and original thinkers and writers of the present and of the past. This issue is the ninth revision in a space of over 100 years since its inception, and this reprint, a copy in every particular of the British edition, is the best and cheapest work ever offered to the American people. The articles are written in a most attractive style, and the quantity of matter in each volume is one third greater per volume than in any other Cyclopædia sold at the same rates. The work contains thousands of Engravings on Steel and Wood, and is printed from entirely new type made expressly for it. It will be comprised in 21 imperial octavo volumes 10 of which are now ready, and the succeeding volumes will be issued at the rate of 3 a year. Price per volume, cloth binding, \$5. Sold only by subscription. For Specimen Pages apply to the Publishers.

J. M. STODDART & CO., 171 Chestnut St., Phila.

AGENTS WANTED. BEST TERMS.

School Furniture.

TRUSTEES AND PRINCIPALS

—OF—

Public or District Schools

—AND—

Private Institutions

Save money and get more durable Furniture, from the undersigned, who have made a specialty of manufacturing

School Furniture,

Including
Scholars' and Teachers' Desks,
Blackboards, Etc., Etc.,

For 25 years.

ROBERT PATON & SON.

36 Grove Street New York.

Circulars and Catalogues sent on application.

5 CENTS FOR A 3-CENT PIECE OF MUSIC.
O'Connell and The Polka. Old Sexton Song. Secret Love. Favorite. Play as a Bird. Heart Bowed Down. Pick-nham Ferry. Dublin Bay. Fiddling March. I Love my Love. Sally in our Alley. Then You'll Remember Me. A Warrior's Maid. I'm called Little Buttercup. Whoa, Emma! Kiss and Never Tell. Nancy Lee. Merry's Choice. Merry Party Waltz. Blue Danube Waltz. (3 nos.) Cecelia March. Tired. Killarney. 6 for 25 Cts.—15 for 50 Cts. Stamp as taken. Send for our Catalogue of Sheet Music.

WILLIAM H. BOKER & CO. Agts.
Music Dealers and Publishers, No. 1104 Chestnut st., Phila., Pa.

MENEELY & COMPANY,

Sell Founders, West Troy, N. Y.

Fifty years established. CHURCH BELL and CHIMES ACADEMY, FACTORY BELLS, etc. etc. etc. PATENT MOUNTING Catalogue free. Address

\$66 a week in your own town. Terms and 25 out \$66 a week. Address H. HALL & Co., Portland, Me.

**JOSEPH GILLOTT'S
STEEL PENS.**
THE FAVORITE NUMBERS, 303, 404, 332, 351, 170,
AND HIS OTHER STYLES
SOLD BY ALL DEALERS THROUGHOUT THE WORLD.

For Fine Writing, No. 1, 303, and Ladies, 170. For Broad Writing, 294, 389, and Stub Point, 849. For General Writing, 332, 404, 390, and Falcon, 873, 903. Other Styles to suit all hands.

Sample Cards, Price Lists, etc., furnished on application.

JOSEPH GILLOTT & SONS, 91 John Street, New York. HENRY HOE, Sole Agent.

ALWAYS ASK FOR
**ESTERBROOK'S
STEEL PENS**
NEW-YORK OFFICE, 28 JOHN ST.
WORKS, CAMDEN, N. J.

FOR SALE BY ALL DEALERS
ESTERBROOK & CO
FALCON PEN

SAMPLES AND PRICES ON APPLICATION.

BAKER, PRATT & CO.,
GENERAL SCHOOL FURNISHERS,
19 BOND STREET, NEW YORK.

EVERYTHING FOR SCHOOLS!

Send for descriptive circulars and price lists.
Baker, Pratt & Co., 19 Bond St., N. Y.

Our new catalogue containing 184 pages and over 300 illustrations, mailed for 25 cents in stamps.

Bargains in Books.

Appleton's Cyclopædia, 16 vols.; Cloth, \$80; Sheep, \$75; Half-mor., \$90; Half-russia, \$100. Johnson's Cyclopædia, 4 vols.; Cloth, \$35; Half-mor., \$45. Britannica, ninth edition, English; Cloth, \$6.50 per vol.; Half-russia, \$8.50; American Edition; Cloth, \$4 per vol.; Sheep, \$3; Half calf, \$6. Chamber's Cyclopædia, Edinburgh Edition, 10 vols.; Cloth, \$15.75; Sheep, \$21.50; Half-calf, \$35; Half-russia, \$40. Second-hand sets of these works furnished at concessions from above prices. Liberal discounts on all books ordered through us. Correspondence solicited.

NEW YORK & LONDON BOOK CO.

1191 BROADWAY, NEW YORK.

THE
BEST
**ESTERBROOK'S
ORGAN**

J. ESTEY & Co.
BRATTLEBORO VT.

Send postal for free Illustrated Catalogue.

Something Really Remarkable.

I am sending out a beautiful
METAL BOX
with sliding cover and in it a dozen fine steel pens, all for two three-cent stamps postpaid—this is less than half price for the box alone. The editor of this paper says: "It is a decidedly neat thing; capital for scholars." Address
A. E. HOLMES,
Glidersleeve Landing, Conn.

\$72 A WEEK. \$12 a day at home easily made. Costly outfit free. Address TRACY & Co. Augusta, Me.

CHRISTMAS MUSIC,

—FOR—

SUNDAY-SCHOOLS, CHOIRS AND CHRISTMAS ENTERTAINMENTS.

"CHRISTMAS SELECTIONS."

Extra large for 1890. Contains 16 pages of new songs by best authors, and beautiful

RESPONSIVE SERVICE

Introducing appropriate scriptural readings and music. This year's "Selections" surpass all similar collections in every particular. Printed on tinted paper, red border with illuminated covers in colors. Only \$4 per 100; single copy, by mail, 5 cts.

"UNDER THE PALMS,"

A sacred oratorio for young voices; for Church and Sunday school Anniversary and Exhibitions, Schools, Christmas, etc. Music by Dr. Geo. F. Root; words by Hezekiah Butt-rworth. Specimen copies 25 cts. The music is simple and joyous, and introduces the most beautiful evergreen decorations.

JOHN CHURCH & CO.,

86 W. Fourth St., Cincinnati.

And 906 Broadway, New York.

1850. THIRTY-FIRST YEAR. 1880.

MANHATTAN LIFE INS. CO.,
OF NEW YORK

Assets, \$10,049,156.

Surplus, \$1,849,660.

C. Y. WEMPLE, Vice-Pres. HENRY STOKES, Pres.
J. L. HALSEY, Secretary. S. N. STEBBINS, Actuary.
H. Y. WEMPLE, H. B. STOKES, Asst. Secretaries.

NEW FEATURE.

Non-Participating policies issued guaranteed by the Ten Million Dollars Assets of this Company, giving insurance.

1st. Cheaper insurance at once than any mutual plan by

2d. Giving the largest amount of insurance for the premium paid.

3d. No uncertainty about dividends, consequently,

4th. No increase of cost of insurance, but

5th. A fixed sum payable yearly for a fixed sum in third.

AGENTS WANTED.

STATEN ISLAND

Fancy Dyeing Establishment,

BARRETT, NEPHEWS & CO.,

Office, 5 and 7 John Street, New York.

Branch Offices:—119 Broadway, New York; 47 North

Eighth Street, Philadelphia; 229 Fulton Street (cor. Til-

lery), Brooklyn; 110 West Baltimore Street, Baltimore.

Dye or Clean all styles of Ladies' and Gentlemen's

Garments, Shawls, etc., etc. All kinds of Curious

Cleaned or Dyed. Goods received and returned by ex-

press.

USE
THADDEUS DAVIDS & Co's
WRITING INKS,
FLUID, SEALING WAX,
The Best Known. ESTABLISHED 1824.

HOPE FOR
THE DEAF

Garnore's Artificial Ear Drums

PERFECTLY RESTORE THE HEARING

and perform the work of the Natural Drum.

Always in position, but invisible to others. All

Conversations and even whispers heard distinctly. We

refer to those using them. Send for descriptive circular.

GARNORE & CO., 117 Nassau St., New York,

or S. W. Corner 5th & Race Sts., Cincinnati, O.

ELECTRICITY.

Elementary Guide Book for Practical Experiments and Self-study. A most suitable guide for teacher and student. Price, 25 cts. Address CURT W. MEYER, 182 Broadway, New York.